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Monmouth College: An Introduction

Location of the College.

Monmouth College shares its name with the town that is its home, the seat of Warren County in western Illinois, a pleasant and hospitable community of 9,800 residents. The Mississippi River, still the threshold of the American West, flows just fifteen miles from Monmouth's campus. Chicago is 180 miles to the northeast. The Quad Cities—Moline and Rock Island in Illinois, Davenport and Bettendorf in Iowa—straddle the Mississippi forty miles due north. Monmouth is easily accessible from Interstates 80 and 74. Commercial air service is available through Moline, Peoria, and nearby Galesburg and Burlington, Iowa. Monmouth's location also permits easy access to other academic communities: Western Illinois University is thirty miles south in Macomb; Augustana College is located in Rock Island; and Knox College, Monmouth's traditional rival in athletics, is just 12 miles away in Galesburg.

The College's History and Purpose.

Founded in 1853 by pioneering Presbyterians, Monmouth College brought the blessings of civilization to the people of the rough frontier and spoke of traditional values to those who were shaping a new world. Though today our life knows different frontiers, the College still thinks of its purpose as its founders did—preserving and celebrating the traditions that have been entrusted to it while promoting discovery and investigation. Although the student body today includes many who come from far beyond western Illinois, Monmouth continues to have a strong sense of identity with its local community and with the region in which it is proudly rooted.

Unusual for the time, Monmouth College was created as a coeducational institution. Indeed, it was one of the first colleges to give women equality with men, and, not surprisingly, women's interests have been prominent in the College's history.

Monmouth has chosen to remain the collegiate institution it was founded to be, preferring not to expand into a university. Monmouth continues to insist that its purpose is not to pursue knowledge for its own sake, in the university's fashion, but to encourage students to seek values by bringing together knowledge and belief in a coherent whole. The College has neither graduate nor professional schools and is therefore able to focus its resources entirely on its undergraduates. In true collegiate fashion, Monmouth stresses the unity and equality of the academic disciplines that compose it. The College's chief interest lies in providing its students a generous understanding of human experience; individual disciplines receive their sense of direction from that larger commitment rather than permitting the specific interest to become an end in itself.

Accreditation and Affiliation.

Monmouth is a four-year college offering the bachelor of arts degree and is fully accredited by The Higher Learning Commission and a member of the North Central Association, 30 N. LaSalle St., Suite 2400, Chicago, IL 60602, 800-621-7440. The program of the department of education is approved by the Illinois State Certification Board, 100 North First St., Springfield, IL 62777-0001, 217-782-2805.

Recognizing that no intellectual process is value free, Monmouth College is committed to the values and ecumenical perspective of the Christian faith and encourages its members to explore the implications of those values for their lives and the world. While the College

chooses, quite deliberately, to maintain its affiliation with the Presbyterian Church (U.S.A.), it welcomes students of all faiths.

To increase the range of opportunities for its members while retaining the advantages of smallness, Monmouth and thirteen other colleges similar in kind and purpose compose a consortium, the Associated Colleges of the Midwest (ACM). These colleges, located in Colorado, Iowa, Minnesota, and Wisconsin as well as in Illinois, together offer programs which singly they could not. These provide opportunities, described in the section titled Off-Campus Programs, for members of the College to engage in a remarkable range of off-campus study projects, both in this country and overseas, for a semester or an academic year.

Mission And Purposes

Mission Statement.

As an undergraduate liberal arts college we recognize the close relationship of faculty and students to be fundamental to our learning environment. As a community of learners we strive to create and sustain an environment that is value-centered, intellectually challenging, aesthetically inspiring, and culturally diverse; and we hold as central our commitment to liberal arts education and to one another. We integrate a four-year program of general education with in-depth study in the major and a rich array of co-curricular activities in order to foster the discovery of connections among disciplines and of larger patterns of meaning. Through these experiences, we help our students explore multiple perspectives on the human condition and prepare themselves for rich personal and professional lives—for leadership, citizenship, and service in a global context.

Monmouth College was founded in 1853 by pioneering Presbyterians. As a campus community we honor that heritage and value religious diversity as we explore the spiritual dimension of human existence and the relationship between faith and knowledge. As both observers and participants we seek to deepen our understanding and appreciation of the creative tension that exists among the principles of democracy, pluralism, equality, and freedom in our own nation and beyond.

Statement of Purposes.

As an undergraduate liberal arts institution Monmouth College exists to:

1. Prepare students for rich personal and professional lives.

2. Prepare students for positions of leadership, service, and citizenship in a global context.

3. Promote awareness and exploration of the sometimes contradictory principles which exist in democracy, pluralism, equality, and freedom.

4. Create and maintain a learning environment which is value-centered, intellectually challenging, aesthetically inspiring, and culturally diverse. This includes:

a) Providing students with a four-year general education program, in-depth study in the major, and a rich array of co-curricular activities.

b) Fostering the discovery of connections among disciplines and of larger patterns of meaning.

c) Promoting an understanding of a value system that is shaped by individual and collective experiences.

5. Explore the spiritual dimension of human existence and the relationship between faith and knowledge.

6. Introduce students to multiple perspectives on the human condition and promote self-awareness of global perspectives both through the curriculum and through campus life.

7. Foster and promote intellectual inquiry and critical analysis through mentoring relationships characterized by individual attention.

8. Develop creativity and skills in written and oral communication and artistic expression.

9. Understand the methods of inquiry and expression in the arts, humanities, sciences, and social sciences.

Student Life

Beyond the Classroom.

The Monmouth College campus provides a charming and comfortable living and learning environment that is both ideal and idyllic as a traditional college setting. Often admired for the beauty of its trees and pleasant spaces, the campus is surrounded by a handsome residential area just a short distance from the town center. It is a walking campus where no building is far from any other and where members of the College quickly come to recognize familiar faces as they meet on campus walks and congregate for College occasions.

For students in some institutions, the undergraduate years mean only taking courses. In contrast, Monmouth's students find that education extends beyond the classroom, reaching into faculty homes, residence halls and dining room, embracing a broad range of co-curricular activities. Lectures, concerts and performances by visitors are planned to compliment the academic program. The College newspaper and other publications, the campus radio station, religious services, music groups and the theater provide opportunities for students to develop their talents and to enrich the College's life. Many members of the College find challenge and learning opportunities in the athletic programs, both intramural and intercollegiate. A prominent focus of campus interest is the student government, which is responsible for a broad range of activities. In all of these there are opportunities for learning, for leadership and for interaction with faculty members.

Instructional Facilities.

Hewes Library, appropriately located at the center of campus, provides resources and services to satisfy the information needs of the Monmouth College community. The Hewes physical collection is comprised of 300,000 books, periodicals, government documents, and microforms. Patrons have access to one hundred on-line databases, and may use Interlibrary Loan service to borrow materials from libraries worldwide. All library resources are introduced to Monmouth students through the information literacy components of many courses, including Introduction to Liberal Arts and Communications 101. Most of the Library's online resources may be accessed from its homepage (*http://department.monm.edu/library*).

Several special collections reside on the Upper Level: the Rare Book Collection, Monmouth College Archives, the James C. Shields Collection of Ancient Art and Antiquities, and the Len G. Everett Galleries. Throughout the building, ample study space is combined with data ports and wireless capability. New additions to the Library include an electronic classroom suitable for computer instruction and presentations, and a coffee shop.

Hewes Library is also home to the College's Information Systems Center, the campus' nerve center for computer and network services. The Center supports several computer labs across campus, including the Library's own Dahl Computer Center, a favorite spot for students to access the campus network.

The Haldeman-Thiessen Science Center, named for two of Monmouth's most celebrated professors, is a remarkable facility for a small college, providing students with extraordinary laboratories and instrumentation. Built in 1970, it is the symbol of the College's long-lived reputation for excellence in the laboratory sciences.

The Dahl Chapel and Auditorium, the oldest building on campus, serves as chapel, concert hall, assembly area and lecture hall. Its renovation in 2002 provided a hall with splendid acous-

tical qualities and theater-style seating even while it preserved the charm of the original structure.

The major instructional programs in the humanities and social sciences are carried on in two gracious buildings in the classic collegiate style, Wallace and McMichael, named for early presidents of Monmouth College. In Wallace Hall, the Trotter Computerized Classroom accommodates 24 student workstations and a data projection system to be used by an instructor. Poling Hall is located just west of Wallace Hall. It houses the offices of student affairs, the registrar, financial aid and other essential student services. Theater productions are staged in the Wells Theater. The music department has much of its activities in Austin Hall on the east side of the campus and in the Dahl Chapel and Auditorium.

Student Affairs.

The Student Life staff – the vice president, deans, directors, chaplain, head residents, resident assistants; and those in the Stockdale Center, Wackerle Career and Leadership Center, TNT Involvement Center and Intercultural Life – all have a personal and professional commitment to quality in all areas of student life.

The Office of Student Affairs administers all student services, particularly individual and group counseling; personal, relational and developmental concerns; health and wellness issues; advising student government; campus and Greek organizations; and the general well-being of campus life. Additional counseling services, assessment or evaluation are provided through the college counseling center.

Monmouth College students receive 24-hour health services through the Community Medical Center and the emergency room of Community Medical Center. Services that require hospitalization or other medical treatment are also available. Additionally, physicians are available on campus three afternoons a week to see students by appointment.

Intercultural Life focuses its attention on the nurturance and special needs of a growing number of students from diverse backgrounds, advising, counseling and encouraging them to be full participants in the college community.

The Stockdale Center is the hub of extracurricular activities on campus. The associate dean of students and director of campus events works closely with the Association for Student Activity Programming and other organizations in planning a wide range of activities.

Monmouth believes that a residential college should provide more than room and board and that living in residence halls affords special opportunities for learning from others. Personal growth, intellectual development and maturity seem to come more quickly to those who are continuously engaged with their fellow students and who contribute to making residence hall life a richer experience for everyone. Accordingly the College requires all its students to live on campus unless exceptions are necessary, such as married students and students in the Monmouth area who reside with their parents. While providing some supervision of students in residence through its system of hall directors, Monmouth encourages its students to govern their own living units and to develop their own social programs. Thus, each residence hall has its own council composed of elected representatives who manage the hall's affairs.

In its residential system, Monmouth has sought to provide an unusual range of living opportunities and experiences. None of its halls is quite like any other, either in its architecture or its internal arrangements. Styles range from Winbigler's long corridors and large, traditional lounge areas to modern Bowers, where suites are arranged around a shared living room. The residents of the various halls may choose the hours of visitation, within parameters established by the College. In all its residences, the College has chosen to provide a high standard of maintenance and to enhance students' living by making their surroundings bright and cheerful – a fact that strikes visitors at once. The College has wished to give its students every reasonable opportunity to choose among alternatives in accommodations, physical surroundings and lifestyles. Substance-free, quiet floors and theme housing are also available.

Each spring returning students sign up for

rooms, stating their preference, while new students indicate their housing preferences during the summer. The College makes every effort to provide students the housing they prefer.

Many Monmouth students choose to join fraternities or sororities. Sorority members live within the residence halls, choosing rooms as do unaffiliated women. Fraternity members, according to their affiliation, either live in the fraternity house or choose to spend some or all of their years in a residence hall.

All students in residence, including some who live at home, take their meals in the dining hall of the Stockdale Center. Private dining rooms in the center are available for special occasions.

Recreation and Athletics.

Faculty, staff and students have for some time recognized the need for a comprehensive program to meet the physical, social and emotional needs and interests of the Monmouth College community.

The College provides a variety of opportunities from the rigorous participation in intercollegiate sports to more relaxed intramural and recreational programs. The college's commitment to the development of the "whole" student is reinforced by some of the finest athletics, recreational and wellness facilities in the nation.

These facilities include the Huff Athletic Center, providing students, faculty and staff with modern fitness, training, academic and competition facilities, including a state-of-the-art swimming pool and a competition track; Glennie Gymnasium housing the basketball courts, locker rooms and training facilities; the Trotter Fitness Complex, offering cardio/aerobic equipment, a free weight area, aerobics/dance studio, and climbing wall; classrooms and improved office space for the physical education department; Bobby Woll Memorial Athletic Field; one of the finest outdoor tennis complexes in Division III and the Peacock Memorial Athletic Park, home to one of the finest baseball and soccer complexes in the country.

Students, faculty and staff enjoy access to these facilities on a daily basis with participation rates near 80 percent of all Monmouth students.

Monmouth's men compete on the varsity level in 10 different sports. These sports include football, soccer, cross country, basketball, baseball, indoor and outdoor track and field, tennis, golf and swimming. Similar sports are also offered to the female student-athlete. These sports include volleyball, golf, tennis, cross country, basketball, soccer, softball, indoor and outdoor track and field and swimming.

Monmouth College considers these sports and activities that take place in a "physical medium" to be an integral part of the total Monmouth educational experience. Monmouth College has long subscribed to a "sound mind in a sound body" concept. This concept is nurtured in activities that are quite intense to those activities that are of a much more relaxed nature.

The college is committed to providing equal opportunities for all students. It continues to be the goal of the college to provide a variety of opportunities for students to achieve their maximum potential in both academic and athletic endeavors.

The health and welfare of our students is paramount. Athletic and recreational activities are provided in a context that fosters character development, safe participation, value enhancement and academic achievement.

Monmouth College firmly adheres to the spirit and intent of the rules and regulations of the National Collegiate Athletic Association and the Midwest Conference. All rules and regulations are reviewed and interpreted on a regular basis by responsible faculty and administrative personnel.

Campus Organizations.

The student handbook describes the many campus organizations that serve the variety of interests found among Monmouth's students. Honor societies enroll students who achieve academic distinction and several groups provided for those whose talents are in the arts. Six national Greek organizations add an important dimension to Monmouth College social life. Notable among Monmouth's traditionally strong

music organizations are the Monmouth College Pipe band and the Monmouth College Chorale. The Coalition for Women's Awareness, the Coalition for Ethnic Awareness, LaRaza, Amnesty International, Monmouth Christian Fellowship and Students Organized for Service speak to the special needs of students with particular backgrounds or interests.

Students find in the city of Monmouth a congenial and friendly community, proud of the College that bears the same name. Many local organizations welcome volunteer workers from the student body. Local churches invite students to join their congregations and often depend on them to be organists, soloists, and leaders of youth groups. Similarly, local schools have come to count on students for help with tutoring and coaching. Through the YMCA, Warren Achievement Center, Jamieson Community Center, and homes for the elderly, all those who wish to serve find significant, rewarding opportunities to do so.

Greek Organizations.

Greek letter societies have been an integral part of Monmouth College life for many years, for they have important benefits for their members and the campus. All Greek organizations adhere to the principle of nondiscrimination in selecting members. All sororities are members of the Panhellenic Council. Fraternities hold membership in the Interfraternity Council.

Alpha Tau Omega

Alpha Tau Omega was founded at Virginia Military Institute in Richmond, Virginia, on September 11, 1865. Epsilon Nu chapter of Alpha Tau Omega was founded at Monmouth May 3, 1947. At that time all the members of the local Phi Kappa Pi fraternity were invited to become members of Alpha Tau Omega.

Alpha Xi Delta

Alpha Xi Delta was founded at Lombard College in Galesburg, Illinois, in 1893. The Beta Epsilon chapter of the fraternity for women made its first appearance at Monmouth College in 1932, but was dissolved in the late 1970s. In 1997, the chapter successfully re-colonized, with 42 women initiated.

Kappa Kappa Gamma

Kappa Kappa Gamma was founded at Monmouth College on October 13, 1870. When sororities were reestablished on the campus, the local fraternity, Kappa Alpha Sigma, organized. This group was reinstated as Alpha chapter of Kappa Kappa Gamma in 1934.

Pi Beta Phi

I.C. Sorosis, the first national fraternity for women, was founded at Monmouth College April 27, 1867. The name officially changed to Pi Beta Phi in 1888. After sororities were reestablished at Monmouth College, Pi Beta Phi returned to the campus as the Alpha chapter of the fraternity.

Sigma Phi Epsilon

Sigma Phi Epsilon was founded nationally at Richmond, Virginia, on November 1, 1901. Since then 171 chapters have been established throughout the nation. Illinois Gamma of Sigma Phi Epsilon was established on May 22, 1948, after merging with Theta Epsilon Omega fraternity.

Zeta Beta Tau

Zeta Beta Tau fraternity was founded at the City College of New York on December 29, 1898. Delta Lambda chapter colony was founded at Monmouth College on April 17, 1968. In 1989, Zeta Beta Tau was the first fraternity to eliminate pledgeship.

College Governance.

Because all members of the College are responsible for nurturing freedom and values in the institution, Monmouth has traditionally invested considerable authority in its student body. The College has fostered the candid evaluation by students of its academic and extracurricular programs, even as it has encouraged open discussion of social issues. Monmouth has long recognized that it must be shaped by students' interests and responsive to students'

needs. Accordingly, the College provides extensive opportunities for students to be involved at all levels of its decision-making processes.

The College's system of governance involves three bodies that work together for the welfare of the whole. The Monmouth College Board of Trustees has the legal responsibility and authority for managing the College's resources. It delegates certain powers to the College's administrative officers, faculty and students. The Board of Trustees is composed of no fewer than 33 directors, nine of whom serve as trustees on the Executive Committee. To ensure that students' views are heard in this highest assembly, the officers of the Associated Students of Monmouth College sit in plenary sessions and with Board committees.

The faculty, charged with the responsibility for all the educational programs of the College, accomplishes its work through its Senate and various standing committees. Unless specifically excluded by the faculty's statutes, students participate on faculty committees, helping to develop policies for the regulation of the institution's corporate life. The monthly meetings of the faculty are open to students, and any member of the College may speak to an issue on the floor.

The body politic of Monmouth's students is the Associated Students of Monmouth College (ASMC), which has a wide interest in and responsibility for the quality of student life. Its legislative body is made up of the association's officers and elected representatives. It is from this body, normally, that recommendations for action and proposals for change go to the administration, the faculty and the trustees.

Rights and Responsibilities.

The College guarantees its students a number of rights consistent with its encouragement of individual freedom. The right of every student to petition the faculty on his or her own behalf is complemented by the right to speak to larger questions before the whole faculty in assembly. The right of free expression in the College newspaper and in other publications is long-standing, as is the right of students collectively to decide on the use of student activity funds. In turn, students, as members of a free community, are expected to share responsibility for the welfare of the College and to defend its good name.

Accordingly, the Associated Students of Monmouth College has established certain rules for the regulation of student life, encouraging a climate of shared social responsibility in which individual freedom for all can flourish. These freedoms and responsibilities are detailed in the student handbook.

Particular regulations deal with the use of alcoholic beverages on campus; the College's position is, briefly, that it will permit students in their residences to exercise responsibly those freedoms in the use of alcohol afforded them by the State of Illinois and that it will attempt to educate them to the potential dangers of what is now known to be a drug.

The College allows a student in good standing to keep an automobile on campus, provided that the vehicle is registered with the College.

In accepting admission to and enrolling at Monmouth College, students implicitly agree to comply with College regulations while they are students under the College's jurisdiction.

Monmouth College reserves the right to suspend or dismiss a student whenever in its judgment the welfare of the College community demands such action.

Wackerle Career and Leadership Center.

The Wackerle Career and Leadership Center has four main components; career development, leadership development, service learning and involvement. The Center provides opportunities to develop an understanding of self as it relates to individual leadership development and the world of work. The center provides services to help students assess career interests, measure aptitudes, prepare for job interviews and compile credentials. Opportunities are also provided for explorations into individual leadership styles with a focus on collaborative leadership development.

Workshops and special programs on career and leadership development are offered regular-

ly. A job vacancy newsletter; a teacher candidate directory; a senior resume book; practical paid and volunteer work experience; internships; and interview opportunities with potential employers, graduate and professional schools, and alumni are also available.

There are many opportunities for students to volunteer on campus, in the community and on the global level. Monmouth College students are actively participating in Habitat for Humanity, tutoring programs, Big Brother/Sister, Friends for Seniors, alternative Spring Break, and church sponsored activities.

The TNT Involvement Center, located in the Stockdale Student Center, is a satellite office of the Wackerle Center. The TNT Involvement Center seeks to inform, support, and promote leadership development through involvement on campus, within the organizations, within communities and at the global level.

Mellinger Teaching and Learning Center

Located next to Fulton Hall, the Edward Arthur Mellinger Teaching and Learning Center provides academic services that may help students with developmental needs in writing, speech and mathematics. The center is equipped with a 24-hour computer lab. It is staffed regularly by Writing Fellows who provide technical assistance to students. The center occasionally hosts special events such as poetry readings.

Academic Program

THE NEW MONMOUTH CURRICULUM

For students who will be freshmen and sophomores during the 2006-07 academic year, the new Monmouth Curriculum is your guide for graduation requirements. The new plan is described in the following pages. Because course development for the general education program is ongoing, you will need to check the Monmouth College electronic catalog periodically (http://www.monm.edu/catalog/index.htm), and then consult with your advisor about choices for new courses as they are offered. Transfer students entering with junior status should follow the degree requirements as outlined in the 2005-06 Monmouth College catalog. Continuing students who are juniors and seniors should follow the graduation requirements in the catalog of the year they entered Monmouth College.

The Semester Calendar.

The academic year at Monmouth is organized into two semesters. In each semester, students ordinarily take 15 to 16 credits. The first semester begins in late August, ending before the Christmas holidays. The second semester begins in late January, ending in mid-May. Depending on the credit value of each course, students might anticipate taking between four and six courses each semester. Most courses meet for three 50-minute periods or two 75-minute periods a week, with laboratory or studio courses having additional sessions. Individual courses are worth one to eight semester hours.

The New Monmouth Curriculum.

What form of undergraduate education best prepares students to live in a rapidly changing world? How can a college education provide students with marketable skills for new and diverse employment, and at the same time instill the continuing values of liberal education? The program of study at Monmouth College is a distinctive answer to these questions. We respond with a curriculum that fosters personal growth and prepares our students for professional success in competitive and changing environments. We also ask ourselves and our students to respond to an essential paradox of being in the world: namely that we achieve the greatest measure of individual freedom, the fullest realization of our individual humanity in the larger context of social responsibilities.

Our curriculum is both intentional and integrated in its several parts: *Foundation Skills*, *Integrated Studies*, *Area Studies*, *the Major*, and *Electives*. Although each of these elements has its specific purpose, together they provide a structure that guides students toward the goals of a liberal education: to think critically, to communicate effectively, to appreciate the varieties of human experience and achievement, to articulate and develop ethical values, to pursue expertise in a discipline, and to discover patterns of meaning across disciplines.

The General Education Program.

One of the qualities that has long made Monmouth College distinctive is its commitment to a four-year general education program. General Education provides the larger context of knowledge and human experience, raises questions of meaning and value, and provides a basis for judging the purposes and methods of particular disciplines. General Education commits undergraduates and the entire campus to life-long learning through course work

that promotes purposeful inquiry into those activities, forms, and institutions that define our humanity and that identify significant areas of cultural agreement and difference among us. The components of our General Education program are *Foundation Skills*, *Integrated Studies*, and *Area Studies*.

I. FOUNDATION SKILLS

Throughout a student's academic career – indeed, throughout a person's whole life – effective communication and quantitative literacy are essential tools for analysis and understanding. A Monmouth College education begins with Foundations Skills, where language and reasoning are intentionally integrated through *Communication Across the Curriculum (CAC)* and *Quantitative Reasoning Across the Curriculum (QAC)* programs. The goals of such integration are comprehensive, involving instruction, reinforcement, and elaboration across the curriculum, from Integrated Studies general education courses to classical and modern foreign languages to major courses. Always before us, then, is the understanding that skills in writing and reading, speaking, listening, and quantification, underwrite academic success and successful personal and professional lives. Students begin with CATA 101, Fundamentals of Communication, and ENGL 110, Composition and Argument, during the first year.

II. INTEGRATED STUDIES

Introduction to Liberal Arts. (INTG 101)

Our Integrated Studies program begins with Introduction to Liberal Arts. We meet first-year students in the midst of the transition between high school and college. Guided by an instructor who is professor, mentor, and the students' academic advisor, the course addresses the purposes of liberal and collegiate education by examining a single topic or theme from a variety of disciplinary perspectives. The aim is to identify and celebrate the liberal arts as a community of learners excited by the informed exchange of ideas. Although all sections share common objectives, foundation skills goals, common core readings, and a common theme, each section is enhanced by the instructor's distinctive emphasis, as indicated by course subtitles.

Students meet three times a week with a faculty seminar leader, and all seminar groups meet together on Tuesday at 11 A.M. for a colloquium, lecture, or other presentation. Students earn four semester hours of credit for the seminar.

Global Perspectives. (INTG 2xx)

Once our students have found their new place in the world of higher education, we ask them in the second year to turn attention to their place in the larger world: to investigate communities, societies, political systems, and civilizations other than their own. How are we to understand a complex and changing world and its peoples, where events unfold and are chronicled with ever-increasing speed? Global Perspectives addresses this question by highlighting the influence and importance of cultural differences and by asking students to understand culture as a lens through which we view the world. Inherent in this process is fostering critical thinking about the students' own place in that world, as well as garnering knowledge about world political economy, about global demographics, and about the differences between developed and developing nations. Like Introduction to Liberal Arts, Global Perspectives shares common readings and emphasizes communication skills introduced in the first year.

Reflections. (INTG 3xx)

The turn outward represented by Global Perspectives is balanced in Reflections by a turn inward to consideration of personal values. As in Global Perspectives we ask students in Reflections courses to analyze familiar and unfamiliar systems of thought and belief, but this time in order to explore their own and others' ideas about the ultimate meaning and purposes of our lives. Because inquiry about human values can occur in a variety of disciplinary contexts, our students may choose in their third year from a menu of courses representing philosophical, religious, artistic, and scientific perspectives. Yet each course in its own way addresses foundational questions, linking provisional answers to

descriptions of ethical conduct and an examined life.

Citizenship. (INTG 4xx)

By the time students are seniors, they have been asked in Integrated Studies courses to develop some understanding of their places in college, their places in the world, and their own beliefs and values. The senior capstone course, Citizenship, challenges students to move past study and contemplation to conscientious action. Citizenship courses, chosen from a menu of offerings, typically take an interdisciplinary approach to understanding important social issues. Then students are called upon to address those issues variously as citizens of community, nation, and world. Individual and group projects may involve position papers, social or political policy proposals, development of and participation in service projects, or other experiential learning projects.

III. AREA STUDIES

This component of General Education serves two essential goals of liberal education, supplying breadth of basic knowledge in important fields of study, and providing a basis for judging the purposes and methods of our four divisions of knowledge: Foreign Languages, the Arts, the Sciences, and the Human Societies.

• ***Foreign Languages***

Important to understanding one's own culture is being able to step outside of it, even for the duration of a course. Learning another language requires students to understand and communicate in new patterns of thought, on terms other than their own. Studying a foreign language is experiential learning, requiring students to explore the linguistic and cultural richness of a world beyond their own. To satisfy the Foreign Language requirement, students must be proficient at the 102 level of language study, in other words at the level commensurate with one year of college-level study. International students whose native language is other than English meet the Foreign Language requirements by demonstrating their competency in English, which is for them a foreign language.

Monmouth College courses satisfying this requirement are:

FREN 101-102 (Elementary)
GERM 101-102 (Elementary)
GREK 101-102 (Elementary) or GREK 101-212 (Elementary-Biblical)
JAPN 101-102 (Elementary)
LATN 101-102 (Elementary)
SPAN 101-102 (Elementary)

• ***The Arts***

Literature, music, art, and theater are among the greatest accomplishments of the human imagination and spirit. Human beings have found in the arts ways to shape and give order to experience, to express their most private feelings, to celebrate life, and to affirm human community. The arts transmit to us the wealth of the past and give promise of transmitting the best of the present to the future. We believe that to value the arts fully, students must both *appreciate* historic and formal achievements and *participate* in the creative processes; thus, students will take one 3-hour semester course in "Appreciation" and two credits in "Participation," ideally before the end of the junior year. (Refer to pp. 16 for the list of courses that meet this requirement.)

• ***The Sciences***

Like the Arts, Science represents imaginative achievement: a systematic method and an organized body of knowledge about our physical universe and its life forms. Study in the sciences further defines the extent to which discovery and invention have shaped human identity, human choices, human societies, and changed our relationship to Nature. The Area Studies requirement in the Sciences is for two courses, one under the category of "Physical Sciences" and the other under "Life Sciences." Each course has a laboratory experience, replicating the art requirement's emphasis on the importance of participation in the learning process. (Refer to pp. 17 for the list of courses that meet this requirement.)

• *Human Societies*

The final component of Area Studies recognizes that because we are social beings, human institutions shape our lives. To a considerable extent, society and culture influence our ideas, describe and delimit our choices, and deepen and constrain our understandings of individuality and community. Human Societies courses consider the nature and extent of institutional influences on our lives. In conjunction with the first three Integrated Studies courses, the menu of Human Societies courses provides understanding of personal and societal issues taken up later in the capstone Citizenship course. (Refer to pp. 17 for the list of courses that meet this requirement.)

IV. THE MAJOR

The Major Program provides students with more comprehensive study of a particular discipline, both its methods and its information. Depth, rigor, and coherence are the keynotes of major study. Understanding the process and methods whereby disciplinary knowledge is discovered, developed, and refined over time enables students to appreciate that current generations of theorists and practitioners stand on the shoulders of those who have gone before. The major may or may not be directly linked to the career a student intends to follow, but it should reflect a student's desire to explore a discipline comprehensively, because such exploration and knowledge are themselves profoundly important. A further goal of the major is to prepare students for careers and graduate study.

• DEPARTMENTAL MAJOR. Students may take a major program in a single discipline, fulfilling the requirements set by the department. The departmental major provides an appropriate culminating experience during the senior year: a special seminar, a thesis, or an independent study project. Each department publishes a description of the purposes and scope of the major program in its discipline(s), identifying the courses that are required including courses intensive in speaking, writing, and quantitative skills development. No more than forty semester hours may be required in a discipline; students may take additional courses in the discipline as electives, but they may count no more than 50 hours in a single discipline toward the 124 required for a degree. In addition, students may count no more than 62 hours in a single department.

• TOPICAL MAJOR. The topical major provides a unique opportunity for the student who wants to pursue in depth an interest area that bridges the subject area of several departments. The student's advisor plays an important role in helping to plan a topical major. The topical major consists of at least 36 semester hours, 18 of them at the 300 or 400 level. One of these courses must be designated as the culminating experience. The Admissions and Academic Status Committee must approve the proposed set of courses and formally appoint the advisor who will guide the student. Requests for approval of a topical major must be filed at least three semesters before the student's graduation.

V. ELECTIVE COURSES

Beyond the General Education and Major requirements, students have opportunities to take courses that may enhance and augment major study or simply satisfy curiosity in another area of interest. Elective courses provide opportunities for enrichment and experimentation. Topics and instructors that students would not otherwise encounter may spark a life-long hobby, keen a passionate interest, dedicate a life to volunteerism, or even result in a change in career plans.

Our four-year General Education program— comprised of Foundation Skills, Integrated Studies, and Area Studies—informs and references Major and Elective course choices. Taken altogether they represent a distinctive, intentional, and integrated liberal arts curriculum, an education that challenges students to life-long learning, personal achievement and leadership, citizenship, and service.

Requirements for the Degree.

In summary form, these are the requirements for the degree:

1. Four years of academic work in which the student earns at least 124 semester hours of credit. An average of C (2.00) or higher must be obtained in course work taken at Monmouth College. The senior residency requirement stipulates that after attaining senior status (90 semester hours), at least 27 semester hours of the remaining credits required for the degree must be granted by the College.

2. Completion of all general education requirements with a passing grade. (Transfer students who enter Monmouth College with 24 or more semester hours of credit will be exempt from taking INTG 101.)

3. Completion of a major program with at least a C- grade in *all* courses required for the major and an overall C average (2.0) in those courses. (Certain majors have stricter requirements. Read through the departmental descriptions carefully.) Although minors are not required, in order to complete a minor, the grade point average of courses in the minor program must be at least a 2.0 with no grades below C-.

4. Payment of all current financial obligations to the College.

Application for Degree.

Candidates for the Bachelor of Arts degree must make formal application to the Registrar one year (2 full semesters) in advance of their expected graduation.

Assessment at Monmouth College.

Monmouth College is actively engaged in assessing student learning. The ultimate goal of assessment is to improve the education students receive at Monmouth College by evaluating the educational program. Specifically, assessment attempts to identify what the college wants students to learn, to determine how well students are learning what they need, and to help students learn more effectively.

Assessment activities are overseen by the Assessment Committee. Some of these activities are carried out in the classroom, such as standardized testing and transcript reflection. Other assessment activities are carried out after graduation through alumni surveys. Yet other activities are embedded in the day-to-day activities of class work. Occasionally, students may be requested to participate in assessment activities outside of their normal class work. The data collected from these activities culminate in a five-year assessment report for each department and program at Monmouth College.

General Education Course Requirements.

Courses that satisfy the requirements of the general education program are designated by the faculty. In addition to the courses listed, some courses that vary in content satisfy requirements when particular topics are offered. Such courses are listed in semester course schedules.

I. FOUNDATION SKILLS

(a) One course in speech that deals with communication theory and provides practice in spoken English, taken in the freshman year: CATA 101, Fundamentals of Communication.
(b) One course that deals with the metaphorical use of language and provides experience in writing, taken in the freshman year: ENGL 110, Composition and Argument.

II. INTEGRATED STUDIES

1. INTG 101. Introduction to Liberal Arts.
2. Global Perspectives. (Choose from the menu of course offerings. Some courses are still under development and will be added as Global Perspectives offerings.)

INTG 201. Global Perspectives: World Impact of East Asian Science.

INTG 202. Global Perspectives: World Drama.

INTG 203. Global Perspectives: Food.

INTG 204. Global Perspectives: The Environment.

INTG 205. Global Perspectives: Communication in Global Contexts.

INTG 207. Global Perspectives: Terrorism.

INTG 208. Global Perspectives: Work and Leisure.

INTG 209. Global Perspectives: Ethnic Conflict.

INTG 210. Global Perspectives: Security in the Age of Globalization.

3. INTG 3xx. Reflections (Choose from menu of course offerings which are still under development.)

INTG 301. Reflections: Spirit and Story.

INTG 302. Reflections: The Pursuit of Well-Being.

INTG 303. Reflections: Bodies, Nature, Power.

INTG 304. Reflections: Beyond Belief.

INTG 305. Reflections: Ancient Religious Reflections.

INTG 306. Reflections: The Psychological Aspects of Civil Rights Issues.

INTG 307. Reflections: Friends, Neighbors, Lovers, Enemies.

4. INTG 4xx. Citizenship (Choose from menu of course offerings which are still under development.)

III. AREA STUDIES

Foreign Languages. Competence in a foreign language at the level of the 102 course, in other words at the level commensurate with one year of college-level study. (Taken in the freshman or sophomore year.)

FREN 101-102. Elementary.
GERM 101-102. Elementary.
GREK 101-102. Elementary.
or GREK 101-212. Elementary-Biblical.
LATN 101-102. Elementary.
JAPN 101-102. Elementary.
SPAN 101-102. Elementary.

The Arts: Beauty and Meaning in Works of Art.

(Five semester hours taken before the end of the junior year.)

(a) One course emphasizing appreciation and interpretation:

ARTD 200. Introduction to the History of Art: Prehistoric Through Medieval

ARTD 201. Art History Survey: Renaissance Through Modern.

ARTD 306. Women, Art, and Feminism.

CLAS 210. Ancient Literature.

CLAS 230. Classical Mythology.

CATA 171. Introduction to Theater and Cinema Appreciation.

CATA 273. The Classical Theater.

CATA 275. The Modern Theater.

ENGL 180. Intro to Literature. Special Topics.

ENGL 240. Russian Literature of the 19th Century.

HIST 306. The Enlightenment.

HIST 307. Modernism.

HIST 308. 19th Century Arts and Letters.

HIST 309. Russian Cultural History.

MUSI 101. Introduction to Music.

MUSI 203. Evolution of Jazz.

MUSI 205. History of American Music.

MUSI 209. World Music.

PHIL 315. Aesthetics.

(b) Two semester hours emphasizing participation in the creative process:

ARTD 101. Methods and Materials.

ARTD 121. Drawing I.

ARTD 123. Sculpture I.

ARTD 124. Ceramics I.

ARTD 142. Painting I.

ARTD 236. Photography.

CATA 127. Theater Arts: Workshops.

CATA 173. Introduction to Technical Theater.

CATA 175. Beginning Acting.

ENGL 210. Creative Writing.

MUSI 131. Jazz Band.

MUSI 134. Glee Club.

MUSI 145/146. Piano.

MUSI 151/152. Voice.

MUSI 153/154. Guitar.

MUSI 155/156. Strings.

MUSI 161/162. Woodwinds.

MUSI 165/166. Brass.

MUSI 171/172. Percussion.

MUSI 181. Chorale.

MUSI 182. Instrumental Chamber Music/Orchestra.

MUSI 184. Chapel Choir.

MUSI 185. Winds.
MUSI 186. Pipes and Drums.
MUSI 187. Percussion Ensemble.
MUSI 189. Monmouth College Band.

The Sciences: The Physical Universe and Its Life Forms.
(Two courses taken before the end of the junior year.)

(a) One course with laboratory in chemistry or physics:
CHEM 100. Chemistry: A Cultural Approach
CHEM 130. Organic Chemistry I. (Satisfies requirement of students in a program in health careers and for students who complete the chemistry sequence through CHEM 220.)
PHYS 103. Astronomy.
PHYS 130. Introduction to Physics I.
PHYS 132. Introduction to Physics II.

(b) One course with laboratory in biology or psychology:
BIOL 101. Life on Earth. (Recommended for non-majors.)
BIOL 111. General Zoology.
BIOL 112. General Botany.
BIOL 201. Field Botany.
PSYC 101. Introduction to Psychology.

Human Societies.
(One course taken before the end of the Junior year.)

ANTH 103. Introduction to Anthropology.
BUSI 105. The Evolution of Commerce.
CLAS 211. History of Greece.
CLAS 212. History of Rome.
CLAS 240. Ancient Society.
ECON 200. Principles of Economics.
HIST 110. American History 1492-1750.
HIST 111. United States History 1750-1900.
HIST 112. United States History 1900-Present.
POLS 103. American Politics.
POLS 200. Introduction to Comparative Politics.
POLS 270. Global Affairs.
PSYC 282. Cultural Psychology.
SOCI 101. Introduction to Sociology.
SOCI 102. Social Problems.
WOST 201. Introduction to Women's Studies.

ACADEMIC POLICIES FOR ALL STUDENTS

Advanced Standing.

Monmouth College recognizes both the Advanced Placement Program (APP) and the International Baccalaureate Program (IBP).

APP credit is granted for examinations receiving a score of 3 or better in disciplines offered by the College.

IBP credit is granted in the following manner. Five semester hours is granted for each of the three IBP Higher Level Examinations passed with a score of 4 or better. Fifteen additional hours of credit will be granted to students who possess the IBP Diploma and who have passed the three standard level examinations with scores of at least 4 on each of the examinations.

In both cases the assignment of credit toward Monmouth College general education requirements will be made on an individual basis by the Registrar in consultation with the appropriate academic departments.

In addition, placement without credit may be granted on the basis of a test administered by a department.

Credit by Examination.

A student in good academic standing may earn credit in a course, but no grades, through satisfactory performance on an examination which is administered by the department concerned. The exam must be sufficiently comprehensive to prove mastery of the course. Such an examination may require a written part, an oral part, a term paper, and a laboratory experience. Performance at the C- level shall be the minimum acceptable; however, the individual departments may set higher standards for credit earned by examination. A student may not earn

credit by examination for any course for which credit has already been earned. A maximum of five semester credits can be earned through credit by examination.

Prior to taking such an examination, a student must contact the Registrar and secure the written approval of the advisor, the chair of the department, the instructor who will administer the examination, and the Vice President for Academic Affairs. The student shall be advised of the score of the examination and whether the department requires minimum performance of a higher level than C-.

The fee for taking the exam *regardless of the outcome of the exam* is one-half the tuition charge assessed per semester credit.

Enrollment in an Overload.

A student may register for an overload of 19 or 20 semester hours upon approval of the advisor.

A student in the first semester of residence or on probation must also have the approval of the Admissions and Academic Status Committee of the faculty.

A student wishing to register for more than 20 semester hours must have the approval of the Admissions and Academic Status Committee. Enrollment over 18 semester hours is charged as extra tuition at the per-semester hour rate.

Class Attendance.

Monmouth College expects students to attend class and holds them responsible for all work assigned in a course. Faculty members set their own specific attendance policies which are described in their syllabi.

When, in the instructor's judgment, a student has excessive absences, the instructor may place the student on a "No-Cut" status and require that all further absences be explained or excused. The instructor will notify the student's academic advisor and the Vice President for Academic Affairs that the student has been placed on "No-Cut." Students who continue to miss classes after being placed on this status may be dismissed from the course with an F.

A student will be dropped from a course if he/she misses the first two class meetings, the course has a limited enrollment, and the instructor requests that the student be withdrawn. The student will not be dropped if he/she previously indicates to the Registrar that the place be held and the reason given represents a valid necessity.

Registration.

Students must register at the scheduled time for all courses for which they seek credit. They must assume responsibility for being properly enrolled in each course. Details of the registration process are made available online to students in a timely fashion by the Registrar's Office. (New students select courses during the summer registration period.) Courses are selected in consultation with the student's faculty advisor. All changes in registration require the permission of the student's advisor. After the first week of the semester the advisor's signature is required for any course change and a fee is charged for each registration change. No student may add a course after the first week of classes. A course cannot be dropped after the ninth week without the written permission of the Vice President for Academic Affairs.

The Grading System.

The grading system at Monmouth uses these symbols: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F. Other symbols used in appropriate circumstances are W (Withdrawn Passing), WF (Withdrawn Failing), I (Incomplete), IP (In Progress), CR (Credit), NC (No Credit), AU (Audited Course), and NAU (Audited Course Requirements Not Fulfilled).

• The W (WITHDRAWN PASSING) is used when the student withdraws from a course before the end of the ninth week. To withdraw from a course after the first week, a student must have the consent of the advisor. The instructor will be notified. A student cannot withdraw from a course after the ninth week of classes except for illness or other circumstances beyond his or her control. The approval of both the Associate Dean or Vice President for Academic Affairs and the advisor is necessary.

Ordinarily the Associate Dean or Vice President for Academic Affairs will consult with the instructor of the course. If the student is permitted to withdraw after the ninth week, the instructor reports W (Withdrawn Passing) or WF (Withdrawn Failing).

If a student receives an F in a course due to an incident of academic dishonesty, the student will not be allowed to seek a grade of W or WF for the course. Rather, the F will stand as the grade of record.

• THE I (INCOMPLETE) may be given when a situation arises that is beyond the student's control and which precludes completion of required work or if the instructor needs further time for evaluation.

For an incomplete grade received during the fall semester or summer session, the student will ordinarily complete the work by the end of the second week of the following semester. For an incomplete grade received during the spring semester, the student will ordinarily have a period of three weeks, commencing immediately after the last College examination day, to complete the required work.

If the work is not completed at the end of the designated time, the Registrar will consult with the instructor as to the disposition of the grade (normally conversion to an "F" grade). It is generally the responsibility of the student to take the initiative in requesting the incomplete grade and in making arrangements with the instructor for its removal.

• THE IP (IN PROGRESS) is appropriate for those courses in which the work may not normally be completed in one semester (individualized study, research, etc.). However, it is expected that the work will be completed in the subsequent semester.

If, at the end of the semester subsequent to the one in which the work began, the course requirements are not completed, the Registrar will consult with the instructor as to the disposition of the grade (normally conversion to an "F" grade).

• CR (CREDIT) and NC (NO CREDIT) are the marks recorded for courses in which letter grades (A, B, and so forth) are not awarded. Such courses are noted in the catalog. Monmouth College does not offer the option to take courses on a Pass/Fail basis.

Grade-Point Average.

For the purpose of computing a student's average, A = 4, A- = 3.667, B+ = 3.333, B = 3, B- = 2.667, C+ = 2.333, C = 2, C- = 1.667, D+ = 1.333, D = 1, D- = 0.667, and F = 0. The average is determined by dividing the number of points earned during the semester by the number of graded credits carried. The cumulative grade-point average is the total of all grade points earned divided by the total number of graded credits taken. Only courses taken at Monmouth College for which final letter grades have been recorded are included in the grade-point average.

Courses transferred from other institutions and courses taken after graduation are not included in the cumulative grade point average.

Repeating a Course.

Repeating a course replaces both the grade *and* any credit previously earned for the course. Both the earlier grade and the later grade continue to be listed on the transcript, but only the most recent grade is factored into the cumulative grade point average. Repeating a course may *or may not* improve a student's academic situation and could have financial aid implications. A student considering repeating a course should consult an advisor, the Registrar, and Director of Financial Aid.

Appeals and Petitions.

A student has the right of appeal regarding any academic regulation to the Vice President of Academic Affairs. A student wishing to appeal a grade should first consult the instructor awarding the grade, then the chair of the department. Further appeal can be made by petitioning the Vice President for Academic Affairs, who may act or send the petition to the Admissions and Academic Status Committee of the faculty for its consideration and advice. A separate grievance procedure applies on matters related to teacher education and certification

issues and the procedure in such situations is governed by the statement of Teacher Education Program Procedures.

Academic Honors.

• COLLEGE HONORS AT GRADUATION. College Honors celebrate overall academic achievement. Students with a cumulative grade-point average of 3.50 or higher are graduated cum laude, with 3.75 or higher magna cum laude, and with 3.90 or higher summa cum laude.

• HONOR SCHOLARS. Students who successfully complete the Honors Program will be recognized at Commencement; this status will also be noted on transcripts.

• DEPARTMENTAL HONORS. Departmental Honors at graduation are based on superior performance in the culminating experience of the major department, provided that the student has a grade-point average of 3.50 or higher in courses taken toward the major in that department. The department may establish additional requirements.

• ELIGIBILITY FOR DEAN'S LIST. At the end of each semester, students earning at least 12 semester hours of letter-grade credits and achieving a grade-point average of 3.67 or higher are named to the Dean's List.

• ELIGIBILITY FOR HONOR ROLL. At the end of each semester, students earning at least 12 semester hours of letter-grade credits and achieving a grade-point average of 3.50 or higher are named to the Honor Roll.

Academic Status.

• CLASSIFICATION. A full-time student is any student officially enrolled for 12 or more credits per semester. Part-time students are classified as follows: A half-time student is any student enrolled for fewer than 12 but not fewer than six credits per semester. A student who is less than half-time is one officially enrolled for fewer than six credits per semester. Official enrollment is defined as the credits for which a student is registered at the end of the period for adding a course.

• CLASS LEVEL. All students are classified at the beginning of each semester by the number of credits earned: freshman, fewer than 28 credits; sophomore, 28 but fewer than 59 credits; junior, 59 but fewer than 90 credits; and senior, 90 or more credits.

Academic Progress and Standing.

The typical full-time, degree-seeking student earns 14-17 hours each semester. By earning 31 semester hours each year a student will normally have earned the 124 semester hours needed to graduate within four years. A student must continue to progress and earn hours toward the degree in order to maintain acceptable academic standing. When a student falls below the acceptable standard, probation or dismissal occurs. The table on page 21 sets forth the College's expectations for acceptable academic progress and standing. It also outlines the College's probation and dismissal guidelines when a student falls below acceptable academic progress and standing.

Transfer Policies.

• TRANSFERS FROM OTHER INSTITUTIONS. Students who wish to transfer to Monmouth College must submit all previous official college transcripts and should meet with the transfer coordinator to discuss the application process. The Registrar will complete a transcript analysis to determine the academic status of the transfer student. Courses taken at another accredited institution are transferred provided that a grade of C- or higher was earned and that the course is acceptable at Monmouth College. Grades of transferred courses are not included in calculating grade-point averages. No student will be allowed to exceed 62 total transfer credits.

The Vice President for Enrollment admits qualified transfer students who seek to matriculate at Monmouth College. (See Admission Section of Catalog). Prior to paying the enrollment deposit and registering for classes, transfer students, with assistance from the transfer coordinator, should meet with a professor in the department in which they wish to major. During this visit, the faculty member will identify which transfer courses count toward the major and

ACADEMIC PROGRESS REQUIREMENTS

SATISFACTORY					UNSATISFACTORY		
Expected			Acceptable		Probation		Dismissal*****
Semester in Attendance ***	Current Registered Hours* + Cumulative Earned Hours	Minimum Expected Cumulative GPA	Cumulative Earned Hours**	Minimum Required Cumulative GPA	Cumulative Earned Hours	Minimum Required Cumulative GPA	Cumulative GPA
1	15	2.0	12	1.6	< 12	< 1.6	< 0.8
2	31	2.0	24	1.8	< 24	< 1.8	< 1.4
3	46	2.0	36	1.9	< 36	< 1.9	< 1.6
4	62****	2.0	48	2.0	< 48	< 2.0	< 1.7
5	77	2.0	60	2.0	< 60	NA	< 2.0
6	93	2.0	72	2.0	< 72	NA	< 2.0
7	108	2.0	85	2.0	< 85	NA	< 2.0
8	124	2.0	98	2.0	< 98	NA	< 2.0
9			111	2.0	< 111	NA	< 2.0
10			124	2.0	< 124	NA	< 2.0

*Registered hours do not include hours taken as audit.

**Earned hours include all transferred credits + all hours a student has successfully completed for credit at Monmouth College.

***Semester in attendance for transfer students is determined by dividing the number of transferred hours by 15 to determine semesters completed. Students are then held to the standard of teh semester for which they are enrolled at Monmouth College.

****After reaching 60 earned hours, a student will lose all eligibility for Federal, State, and Monmouth College financial assistance if the student's GPA falls below 2.0.

*****Dismissal may also result from insufficient cumulative semester hours earned.

determine the number of remaining courses required in the major. Finally, working together, the student and faculty member will design the graduation plan. This visit is essential in that it provides transfer students an opportunity to find out more about their fields of study and to estimate the projected time it will take to complete a degree at Monmouth College.

• TRANSFER OF CREDIT FOR CURRENT STUDENTS. For students enrolled at Monmouth College, the written approval of the Registrar, the advisor, and in some cases the department chair is required *in advance* if courses are to be taken at another institution for transfer credit. A Transfer Work Request form is available in the Registrar's Office and must be completed, signed, and submitted prior to enrolling in a course at another institution. A letter grade of C- or better is required for pre-approved coursework to be transferred.

Because we value a classroom-centered learning environment that involves direct engagement between the instructor and students, faculty feedback, and proctored exams, the College will accept no more than six hours of Internet, video, or correspondence coursework for transfer credit after Matriculation. Only coursework taken in a classroom setting can apply to the General Education Requirements.

No more than 31 transfer credits will be allowed after matriculation. After reaching senior status with 90 earned credit hours, at least 27 semester hours of a student's remaining coursework must be earned at Monmouth College. (Refer to "Senior Residency Requirement" under "Requirements for the Degree" on page 15.) No student will be allowed to exceed 62 total transfer credits. The transfer of credits is not complete until the Registrar receives an official transcript from the institution at which the work was taken. Work that is being transferred is not considered in determining a student's academic status until the transcript is received and approved, and the credits are posted to the student's Monmouth College transcript.

• ASSOCIATE DEGREE TRANSFERS. The Registrar determines which transferred courses satisfy the degree requirements of Monmouth College. A community college graduate who has been admitted to Monmouth College with the Associate of Arts or Associate of Science degree may be admitted with junior standing (that is, with a maximum of 62 semester hours of transfer credit).

Academic Probation and Dismissal.

Academic probation is a serious warning status. Monmouth College alerts students with a pattern of low grades or slow accumulation of credit hours that their performance, if continued, will not qualify them to continue at Monmouth College. A student placed on academic probation will be required to consult with a faculty advisor and to draw up a plan detailing steps toward recovery of acceptable academic status. In addition, students on probation may be restricted by the Admissions and Academic Status Committee from participation in extracurricular activities for the term of the academic probation.

A student may be placed on probation for a maximum of two consecutive semesters. In the first semester of academic probation the student must attain a semester GPA of at least 2.00 and must earn at least 12 semester hours of credit to demonstrate acceptable progress toward academic acceptable standing. Failure to meet these requirements will result in dismissal at the end of the first semester of academic probation. By the end of the second consecutive semester on academic probation, the student's cumulative GPA and number of credits earned must comply with the minimum standards for academic acceptable standing set forth in the table on page 21. Failure to meet these requirements will result in dismissal at the end of the second semester of academic probation.

A student who has completed five or more semesters must constantly maintain a cumulative GPA of 2.00 or greater. Failure to maintain a cumulative GPA of 2.00 or greater after having completed five or more semesters will result in immediate dismissal. No probationary period will be granted.

Non-Degree Seeking Students.

Non-degree seeking students need not complete course work as shown in the referenced table on page 21, but must maintain the cumulative grade point average of 1.60 prior to the completion of their first 24 credits, 1.80 after 24 credits but prior to completion of their first 48 credits, and 2.00 thereafter.

Appeal Process for Academic Dismissal.

A student has the right of appeal when notified of academic dismissal. A written appeal must be submitted to the Vice President for Academic Affairs within five days of receipt of notification. Appeals will normally be heard by the Admissions and Academic Status Committee, which will make its recommendation to the Vice President for Academic Affairs. The Vice President for Academic Affairs will render a final decision and the student will be notified of the decision prior to the beginning of the following semester. Students should be aware that academic dismissal and loss of financial aid eligibility are two separate issues. Appeals must be made separately to the appropriate offices. For more information on Financial Aid Eligibility Appeals see the section entitled "Financial Aid: Satisfactory Progress Policy."

The College may at any time dismiss a student when it is evident that the student is not serious in seeking an education at the College or when the student's academic performance or other behavior has become disruptive to the academic mission of the College.

The College seeks by these procedures to demonstrate its concern for the individual student as well as for a campus atmosphere conducive to serious academic effort. While wishing to help students recover from disappointing academic performance, the College will not encourage a student to stay who seems unlikely to benefit by remaining on campus.

Academic probation and dismissal are noted on the academic transcript.

Financial Aid: Satisfactory Progress Policy.

Satisfactory academic standing is required in order for a student to maintain eligibility for financial assistance. At the end of each semester, after final grades have been issued, the Director of Financial Aid will verify the academic standing of each student.

Once a student has reached the point in time when they have registered for their 60th credit hour, both qualitative and quantitative standards must be met and measured each semester. "Registered Semester Hours" include all transfer hours and all hours for which a student has officially enrolled (excluding audit classes) at Monmouth College. Official enrollment is defined as the hours for which a student is registered at the end of the period for adding a course.

QUALITATIVE STANDARD:

Students must maintain a minimum cumulative GPA of 2.00. A student will immediately lose eligibility for all Federal and State financial assistance if the student's cumulative GPA falls below 2.00. No advance warning of pending loss of financial assistance can be given.

QUANTITATIVE STANDARD:

Students must also be making incremental progress (consistently earning credits) toward a degree. According to Federal requirements a student may take up to 150% of the time needed to achieve and obtain a degree. For example, a student may take up to six years to obtain a four year bachelor's degree and still remain eligible to receive financial assistance. If however, the student is not making incremental progress toward the degree, a loss of eligibility for Federal and State financial assistance will occur. No advance warning of pending loss of financial assistance can be given.

In any semester where a student has lost eligibility of financial assistance, the student may appeal to the Director of Financial Aid for the reinstatement of eligibility. The student must show that their cumulative GPA fell to less than 2.00 or they failed to make incremental progress toward a degree during the semester as the result of: 1) the death of an immediate relative of the student, 2) a severe injury to the student,

or 3) a severe illness of the student, that interrupted their ability to perform academically.

If an appeal is granted and the financial aid eligibility is restored, the student will be placed on financial aid probation and will be eligible to receive financial assistance for one semester. If, at the end of the semester on financial aid probation, a student does not: 1) establish a minimum cumulative GPA of 2.00 or 2) make incremental progress toward the degree, no further aid eligibility can be allowed.

Academic Expulsion.

Academic expulsion may be imposed if a student's performance following readmission after academic dismissal continues to fall below College standards. Such expulsion is a permanent separation of the student from the College and is noted on the transcript.

Disciplinary Dismissal and Expulsion.

A student dismissed for disciplinary reasons will be given a grade of WF in cases where the work of the course has not been completed prior to dismissal. Dismissal for disciplinary reasons shall be for not less than the remainder of the academic semester in which the action was taken and not more than one academic year. Students may apply for readmission upon the completion of the period of dismissal.

A student who is expelled for disciplinary reasons will be given a grade of WF in cases where the work of the course has not been completed prior to expulsion. Students expelled for disciplinary reasons may not enroll at the College again.

Disciplinary dismissal and expulsion shall be recorded on the academic record. When dismissed or expelled from the College, a student may not be eligible for a refund.

Academic Dishonesty.

Academic dishonesty may result not only in failure in the course, but in dismissal or expulsion from the College. If a student receives a course grade of F anytime during a semester due to an incident of academic dishonesty, the F will stand as the grade of record. Incidents of academic dishonesty will be reported to the Vice President for Academic Affairs.

Auditing a Course.

To encourage students to broaden their educational experience as much as possible, Monmouth College offers students the opportunity to audit courses. Auditing means attending lecture sessions but not writing papers, participating in laboratory work, or taking exams. While the student receives no academic credit, if attendance has been satisfactory, AU will be recorded on the student's permanent transcript.

Full-time students may audit courses without charge, if there is space available at the conclusion of the enrollment period. Part-time students will be charged an audit fee.

Students may change the audit credit to academic credit during the first week of classes; academic credit may be changed to audit credit prior to the last six weeks of the semester and such a change is reflected on the transcript. Students may later repeat an audited course for academic credit.

Course Syllabi.

Each instructor provides a syllabus (or assignment sheet) for each course so that students may better understand the course goals and their responsibilities in reaching these goals. This syllabus is given to the students at the first meeting of the class. This syllabus should include:

1) topics proposed to be covered in the course,

2) the approximate time when specific materials are proposed to be covered, examinations taken, and papers or projects completed,

3) the basis on which grades are determined and other relevant information regarding the course,

4) the means by which any major change in the syllabus would be announced.

Final Examinations.

The final examination period is considered to be a regular part of the academic semester. It is expected that instructors will administer final examinations in all regularly scheduled courses

with the exception of independent studies. Each final examination must be given during its assigned examination period. In those infrequent cases of courses where traditional examination procedures do not appear applicable or practical, the instructor is expected to use the scheduled examination period as a scheduled class period for the semester.

Convocations.

The academic program of the College is supported by a weekly convocation program. Six to 10 times a semester, at 11 a.m. on Tuesday, faculty, students, and other members of the College community gather in the Auditorium to hear an address by a guest speaker. The first convocation in the fall semester is a Matriculation ceremony initiating freshmen into the College. Every April there is an Honors Convocation to recognize students for outstanding academic achievements.

The Family Educational Rights and Privacy Act.

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

1) The right to inspect and review the student's education records.

2) The right to request the amendment of the student's education records to ensure that they are not inaccurate, misleading, or otherwise in violation of the student's privacy or other rights.

3) The right to withhold disclosure of Directory Information contained in the student's education records, except to the extent FERPA authorizes disclosure without consent.

4) The right to file with the U.S. Department of Education a complaint concerning alleged failures by Monmouth College to comply with the requirements of FERPA.

5) The right to obtain a copy of Monmouth College's FERPA Policy Statement which is on file in the Office of the Registrar.

Courses Of Instruction

ACCOUNTING

Judy Peterson, Associate Professor, Chair
Craig Cavanaugh, Lecturer
Frank Gersich, Professor

The department of accounting provides a rigorous course of study in the accounting discipline. The goal of the program is to leverage the liberal arts environment of the college and develop skilled problem-solvers with a solid foundation in accounting. The program provides opportunities for students to develop their: 1) critical thinking skills, 2) communication skills, 3) ability to utilize quantitative and qualitative information for decision-making, 4) ability to make value judgments, and 5) learning to learn skills, while providing the theoretical accounting foundation necessary for success in future endeavors. Those future endeavors may include, but are not limited to, graduate study; sitting for a professional examination (e.g., CPA, CMA, CIA); or employment with a large corporation, CPA firm, or public entity.

The required program of study provides a broad program of study and emphasizes understanding the "big" picture instead of mastering a myriad of technical detail without understanding the context for those details. Accounting knowledge and measurements are developed in an environment which is continuously evolving in response to political, social, and economic factors. In our courses we explore the historic reasons for current practices, evaluate alternative measurement models, and discuss ethical values affecting the accounting profession.

■ **Accounting Major.** The following courses are required for a major in accounting:
Accounting 213, 214, 304, 353, 354, 363, 383, and 403;
Business Administration 105, 211, 212, 218, 305 or 307, 306, and 322;
Economics 200; and
Mathematics 106.

■ **Accounting Minor.** The following courses are required for a minor in accounting:
Accounting 213, 214, 304, 353;
Business Administration 322;
Economics 200; and
One course from the following:
Accounting 354, 363, 374, or 383.

Students who anticipate meeting the 150-semester hour requirement for sitting for the Certified Public Accounting exam through graduate study should consult with a departmental advisor. This is important as Monmouth College has articulation agreements concerning graduate study with several colleges and universities which have differing requirements – proper planning will allow the student to meet graduation requirements and articulation requirements within the normal 4 years of study at the college.

ACCT 213. Financial Accounting. Introduction to financial accounting; the communication of relevant information to external parties. Includes the development of the accounting model, internal control, measurement processes, data classification and terminology, and the interpretation and use of financial statements. A 50-minute once-a-week lab is associated with this course. Prerequisite: INTR 101 (Introduction to Liberal Arts). (Three credits.)

ACCT 214. Managerial Accounting. Introduction to managerial accounting. Includes the fundamentals of cost-volume-profit analysis, product costing, management reporting, and information for decision-making. Also introduces budgets and alternative models for manufacturing operations. A 50-minute once-a-week lab is associated with this course. Prerequisite: C- or better in ACCT 213. (Three credits.)

ACCT 250. Special Topics in Accounting. Different offerings will be accepted for credit. (One to three credits.)

ACCT 304. Advanced Managerial Accounting. A study of the accounting concepts and quantitative methods used to develop, analyze, and interpret accounting information for management decision-making. Prerequisite: ACCT 214. (Three credits.)

ACCT 353. Intermediate Accounting I. An in-depth analysis of the financial accounting process focusing on underlying theory, the primary financial statements, and current and fixed asset accounts. Prerequisite: A grade of C- or better in ACCT 213. (Four credits.)

ACCT 354. Intermediate Accounting II. Continued in-depth analysis of the financial accounting process focusing on the investments, liabilities, shareholder equity accounts, and specialized topical areas such as pensions, leases, deferred income taxes, and earnings per share. Prerequisite: a grade of C- or better in ACCT 353. (Three credits.)

ACCT 363. Tax Accounting. Introduction to federal tax code provisions that affect individuals, partnerships, corporations, and trusts and reasons behind these laws. Prerequisite: ACCT 214. (Three credits.)

ACCT 364. Service Learning Through the Volunteer Return Preparation Program. A service-learning activity. In partnership with the Internal Revenue Service's Volunteer Return Preparation Program, the student will study to become certified and will serve the individual tax preparation, e-filing, and tax education needs of the campus and surrounding communities. The course is inclusive of workshops and participatory tax sessions. Offered only in the spring semester. Prerequisite: Junior standing. (60 credits.) (Cross-listed as INTR 364.) May be repeated once for credit. (Two credits.)

ACCT 373. Advanced Accounting. Study of accounting principles and procedures related to special entities: multi-corporate entities, governmental units, and foreign transactions. Emphasis is on business combinations. Prerequisite: ACCT 354. (Three credits.)

ACCT 374. Auditing. Examination of the standards, objectives, and procedures involved in the review of financial statements by independent auditors. Included is a discussion of the audit environment, risk analysis, and audit opinion. Prerequisites: ACCT 353 and 383. (Three credits.)

ACCT 383. Accounting Information Systems. Study of the fundamentals of business systems designed to collect and report information about an entity's operations. The importance of internal controls is emphasized along with the need to develop systems to meet managers' needs. Prerequisite: ACCT 214. (Cross-listed as BUSI 383 and MISI 383.) (Three credits.)

ACCT 400. Internship. An off-campus experience working in a professional managerial environment under the supervision of a mentor. Prerequisite: ACCT 353. Permission of instructor required. (Three credits.)

ACCT 403. Contemporary Accounting Issues. The capstone course. Discussion of standard-setting issues and the professional environment. Prerequisites: Senior standing and major in accounting. (Three credits.)

ACCT 420. Independent Study. May be repeated for credit. Permission of instructor is

required. (One to three credits.)

Honors Program. By invitation and application, students prior to the Spring semester of their Junior year are selected for an honors program of participation, research, and presentation on contemporary accounting, management and economic policy issues. This program involves a sequence of one-credit courses offered each of the student's last three semesters at Monmouth.

ACCT 410. Honors I. Participation in a joint student/faculty discussion of contemporary accounting, management or economic policy issues using political economy methodology and analysis. Spring semester of Junior year. Permission of instructor required. (Cross-listed as BUSI 410.) (One credit.)

ACCT 411. Honors II. Research on contemporary accounting, management or economic policy issues using political economy methodology and analysis. Fall semester of Senior year. (Cross-listed as BUSI 411.) (One credit.)

ACCT 412. Honors III. Leadership and presentation in joint student/faculty discussion of contemporary accounting, management or economic policy issues using political economy methodology and analysis. Spring semester of Senior year. (Cross-listed as BUSI 412.) (One credit.)

ART

Stacy Lotz, Associate Professor, Chair
Brian Baugh, Assistant Professor
Stephanie Baugh, Lecturer
Tyler Hennings, Lecturer
Steve Ingram, Lecturer
Cheryl L. Meeker, Associate Professor
Mary Phillips, Curator of College Collections

Art Major. The major in Art requires at least 39 semester hours in the department, including ARTD 101; 121; six semester hours from ARTD 123, 124, 142; 200; 201; 211; six semester hours from ARTD 236, 240, 241, 242, 244, 345 (240, 241, 242, and 244 may be repeated for credit once and only one of these courses may be repeated); 302; six semester hours from ARTD 306, 320, 420, 440, or 445; and 450.

Art Minor. A minor in Art requires at least 24 semester hours in the department, including ARTD 101; 211; six semester hours from ARTD 121, 123, 124, 142; three semester hours from ARTD 200, 201, or 302; six semester hours from ARTD 236, 240, 241, 242, 244, 345 or 445; and 320 or 420.

The Process Portfolio. All Art majors are required to maintain a continuous portfolio from year to year. In addition to an actual portfolio with representative work from every art class taken, a slide portfolio of the same work must be submitted to the art department each year. A rationale-of-study statement and relevant papers will be submitted with the slides. A comprehensive slide sheet will be retained by the Art Department upon graduation.

Teacher Certification. Students interested in certification to teach art at the secondary level are, in addition to the major described above, required to take TEDP 377, and if K-12 certification TDEP 367 must also be included. The department counsels such students to include ARTD 124 and 211 in their major. Additional requirements for teacher certification in elementary and secondary art are detailed in the catalog section about the Education Department.

ARTD 101G. Methods and Materials. This course will introduce the materials and methods used in creating art through a series of hands-on projects related to diverse art historical examples. Students will explore the relationships of making art in their own time and environment to art in history. (Three credits.)

ARTD 121G. Drawing I. The fundamentals of drawing such as line, value, texture, and perspective will be addressed through observation using pencil, charcoal and ink. (Three credits.)

ARTD 123G. Sculpture I. An introduction to Sculpture and the processes associated with the making of three-dimensional forms. Emphasis on techniques of construction using wood, welded and cast metal, plaster and mixed media. Focus on cooperative and individual problem solving skills. (Three credits.)

ARTD 124G. CERAMICS I. An introduction to forming and firing hand-built and wheel-thrown clay. Emphasizes the development of sensitivity to materials and processes and the acquisition of technical skills. Students complete projects covering fundamental forms and methods of building and glazing and gain a basic theoretical knowledge of clays, glazes, kilns, and firing. (Three credits.)

ARTD 142G. Painting I. An introduction to the terms, media, and techniques of painting with special attention to color and composition. The variety of expression and style is explored. (Three credits.)

ARTD 200G. Introduction to the History of Art: Prehistoric through Medieval. The course emphasizes a chronological study of major works of art from prehistory through the Gothic period. Certain monuments are considered in their cultural context to gain a more complete understanding of works of art and the

particular times and places in which they were produced. (Offered spring semester.) (Three credits.)

ARTD 201G. Introduction to the History of Art: Renaissance through Modern. The course emphasizes a chronological study of significant works of art from the Renaissance through the 20th century. Certain monuments are examined in their context to gain a more complete understanding of how art reflects the particular time and place in which it is produced. (Offered fall semester.) (Three credits.)

ARTD 211. Design. Fundamental elements and principles of two- and three-dimensional design are covered in projects that emphasize visual communication. (Taught once a year.) (Three credits.)

ARTD 236G. Photography. A study of the basic operation of the camera, film processing, and printing. Includes lectures and readings on the history of photography. Several kinds of photographic images are produced, including double printing and serial imagery or cliche verre. (Three credits.)

240, 241, 242, and 244 may be repeated for credit once but only one of these courses may be repeated.

ARTD 240. Drawing II. Using skills learned in Drawing I students begin to expand on the use of materials, explore concepts in drawing and develop individual style. Prerequisite: ARTD 121. (Taught once a year.) (Three credits.)

ARTD 241. Painting II. A continuation of ARTD 142 with increased emphasis on the skills and ideas of the individual student. Prerequisite: ARTD 142. (Taught once a year.) (Three credits.)

ARTD 242. Sculpture II. Sculpture II is a continuation of ARTD 123 with more attention to the individual student's special needs and interests. Exploration of thinking about and creating conceptual forms. Prerequisite: ARTD 123. (Taught once a year.) (Three credits.)

ARTD 244. Ceramics II. Ceramics II is a continuation of ARTD 124 with emphasis on articulation of increasingly complex forms. Focus also on skills in loading and firing various kilns and glaze preparation. Prerequisite: ARTD 124. (Taught once a year.) (Three credits.)

ARTD 250. Special Topics. (Three credits.)

ARTD 302G. Contemporary Art. An examination of developments, major movements, and directions in art from 1945 to the present. The course emphasizes an analysis of art movements beginning with the abstract expressionists and concluding with recent trends. (Offered alternate years in Fall semester; 2006-2007, 2008-2009.) (Three credits.)

ARTD 306G. Women, Art, and Feminism. A general introduction to the special position of women in art from the earliest documented record through contemporary eras by illustrating women's artistic production, and by critically examining the view of women in visual arts. Eras are examined in their cultural context to gain a complete understanding of how women's art production reflects the particular time and place in which it is produced. (Offered alternate years in fall semester; 2007-2008, 2009-2010.) (Three credits.)

ARTD 320. Junior Studio Concentration. An individual program of research or a creative project arranged in consultation with the faculty and designed to meet the needs of the student. Prerequisite: 200 level studio course or consent of the instructor. (Three credits.)

ARTD 345. Graphic Design I. Graphic Design I is an introduction to the fundamentals of graphic design and visual communication using both manual and computer techniques. Effective visual communication in symbol design and the layout of words and images will be covered. Prerequisite: ARTD 211. (Offered every year in

fall semester.) (Three credits.)

ARTD 420. Senior Studio Concentration. An individual program of research designed in consultation with the faculty in an area of special interest to the student. Prerequisite: 200 level studio course or consent of the instructor. (Three credits.)

ARTD 440. Independent Study. An upper level studio course to provide a concentration on one medium beyond the 200 level or to explore the interrelationships of several media. May be repeated for credit. Prerequisite: 200 level studio course or consent of the instructor. (Three credits.)

ARTD 445. Graphic Design II. Graphic Design II will focus on the modular design of multiple page publications such as magazines, books, newsletters, and web sites. Prerequisite: ARTD 345. (Offered alternate years in spring semester.) (Three credits.)

ARTD 450. Art Seminar. Art criticism, discussion of specialized topics, and individual creative projects. The senior art exhibition is a part of both the seminar and the art major and is the culminating experience of the art student's work. Required of senior art majors or by special permission of the faculty. Prerequisite: ARTD 302 or consent of the instructor. Offered Spring Semester. (Three credits.)

BIOCHEMISTRY

Kevin Baldwin, Assistant Professor
Ken Cramer, Professor
Peter A. Gebauer, Professor
Audra Goach-Sostarecz, Assistant Professor
James Godde, Assistant Professor
Richard L. Kieft, Professor
Tim Tibbetts, Assistant Professor

■ **Biochemistry Major.** A major in biochemistry consists of CHEM 130, 140, 220, 225, 230, 312, 330, 335, 390 and Biology 200, 202, 354/355 and one upper level science or related discipline course (Three credits). In addition, two semesters each of calculus and calculus-based physics are required. The culminating experience for biochemistry majors consists of an independent research project (CHEM 430 or BIOL 440) and two semesters of science seminar (CHEM or BIOL 350).

BIOC 300. Bioinformatics. This course introduces the fundamentals computational biology, including the emerging fields of genomics (the study of an organism's entire complement of DNA) and proteomics (the study of the entire set of proteins expressed by a particular cell type). The course covers the basics of searching large databases of genetic information and interpreting the results that are obtained from such searches. The determination of DNA and protein structure by computational methods will also be addressed. Prerequisite: BIOL 202. (Four credits.)

BIOL 200. Cell Biology. Introductory study of the structure and function of living cells and their components. Prerequisites: BIOL 111 or 112 and CHEM 130. (Four credits.)

BIOL 202. Genetics. An introduction to the principles of heredity in animals and plants, including the contemporary understanding of genes and gene mechanisms. Laboratory exercises use both plants and animals to elucidate genetic principles. Prerequisites: Junior standing, BIOL 111 or 112 or 200 or consent of the instructor. (Four credits.)

BIOL 354. Molecular Biology. A course designed to explore the biology and molecular regulation of gene expression. Emphasis is placed on how gene expression is controlled in both eukaryotic and prokaryotic systems. Topics will include gene transfer in microorganisms and the genetic basis of cell specialization in eukaryotes. Manipulation of these processes in the laboratory will also be discussed. Prerequisite: BIOL 200 or instructor's consent. (Three credits.)

BIOL 355. Molecular Biology Laboratory. Molecular biology laboratory is the companion course to BIOL 354 and will practice concepts taught in the lecture. Basic molecular biology techniques will be employed and include the preparation of reagents, DNA isolation, plasmid manipulation and DNA transfection. Students will have the opportunity to apply current recombinant *in vitro* DNA technology in preparation and expression of a transgene using a prokaryotic system. Prerequisite: BIOL 200 or instructor's consent. (Two credits.)

CHEM 130G. Organic Chemistry I. A survey of organic chemistry including the structure and reactions of some biologically important molecules. Also includes a qualitative introduction to chemical equilibrium. (Four credits.)

CHEM 140. General Chemistry I. A general study of the properties, structure, and bonding of elements and compounds. Chemical calculations and an introduction to chemical thermodynamics are also included. (Four credits.)

CHEM 220. Introductory Analytical Chemistry. An introduction to data analysis, quantitative principles of chemical equilibrium, and quantitative analysis. Prerequisite: CHEM 140. (Three credits.)

CHEM 225. Introductory Analytical Chemistry Laboratory. The laboratory portion of

CHEM 220. Concurrent: CHEM 220. (Two credits.)

CHEM 230. Organic Chemistry II. A study of the structure and reactivity of organic molecules, including kinetics and reaction mechanisms. Prerequisite: CHEM 220. (Four credits.)

CHEM 250. Special Topics. (One to four credits.)

CHEM 312. Physical Chemistry I. A study of classical chemical thermodynamics with aspects of macromolecular chemistry. Includes a laboratory which emphasizes modern physical and biophysical chemistry methods. Prerequisites: CHEM 230, MATH 152 and PHYS 132. (Four credits.)

CHEM 330. Biochemistry. Structure and function of biologically important molecules and their role(s) in life processes. Protein conformation, enzymatic mechanisms, nucleic acid conformation, selected metabolic pathways and special topics will be analyzed. Prerequisite: CHEM 230. (Three credits.)

CHEM 335. Biochemistry Laboratory. This course emphasizes spectrophotometry, enzyme purification and kinetics, computational chemistry of biomolecules, modern experimental techniques, the use of computers in data analysis and scientific writing. Co-requisite: CHEM 330. (One credit.)

CHEM 340. Advanced Analytical Chemistry. A study of the principles and practice of modern instrumental methods of analysis and of chemical instrumentation. Spectroscopic, electrical, and magnetic procedures are emphasized. Concurrent: CHEM 325. Prerequisite: CHEM 312. (Three credits.)

CHEM 350. Science Seminar. An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present oral reports. Required of Juniors and Seniors majoring in chemistry. May be repeated for credit. CR/NC. (One credit.)

CHEM 390. Advanced Biochemistry. A study of advanced topics in biochemistry including metabolism, information processing, biochemical aspects of disease, and current biochemical findings. Prerequisite: CHEM 330. (Three credits.)

CHEM 420. Independent Study. A laboratory, library, or fieldwork topic of special interest to the student pursued under the supervision of a faculty member. The project may be performed off campus. (One to three credits.)

CHEM 430. Research. An original laboratory project chosen in consultation with the chemistry faculty. (One to three credits.)

BIOLOGY

James Godde, Associate Professor, Chair
Kevin Baldwin, Associate Professor
Ken Cramer, Professor
Erin Morris, Visiting Assistant Professor
Tim Tibbetts, Associate Professor

The curriculum in biology offers an opportunity for students to understand the structures and processes that characterize life and to appreciate the tremendous diversity of living organisms. Course work is balanced among three scales of biological resolution: cellular, organismal, and ecological. An important component of the major is independent research that enables students to become familiar with the process of science by investigating a specific biological problem in the laboratory or field.

Most courses are extensive rather than intensive in content, providing students with considerable breadth in the biological sciences as a whole. Such training may lead to more specifically focused work in a graduate or professional program, to employment in government or industry, or to teaching at the secondary or college level. Biologists who are graduates of liberal arts colleges often offer employers a broader, more flexible outlook in approaching problems.

The department of biology occupies the fourth floor of the Haldeman-Thiessen Science Center. In addition to the comfortable classrooms and well-equipped laboratories that this building provides, the department has access to the facilities, habitats, and programs described below.

Ecological Field Station. In 1969, the department of biology established the Monmouth College Ecological Field Station on the backwaters of the Mississippi River near Keithsburg, Illinois. Just 30 minutes from campus, this classroom-laboratory in the field lends particular strength to the department's instruction in field-oriented courses. The station is equipped for year-round use and offers ready access to the river and a variety of upland and riparian woodlands that invite student and faculty research.

LeSuer Nature Preserve. A 16.5-acre plot of land within an easy 10-minute walk from campus provides new opportunities for field research. Rolling hills bisected by a large stream offer upland grassland, forest, riparian, and aquatic habitats for study. Restoration of the entire area to pre-settlement conditions (including several acres of native tall grass prairie) will provide abundant opportunities for student research. Water quality and aquatic ecology studies are also possible in the stream.

Spring Grove Prairie. Members of the biology faculty are trustees of Spring Grove Cemetery, giving Monmouth students access to one of the finest virgin prairie plots in Illinois. The plants present in the plot remain from pre-settlement times. The plot offers unique opportunities for research on prairie plants and soils and on the fauna that inhabit them.

Hamilton Pond. This healthy, freshwater environment was deeded to Monmouth College for use by the department of biology as a teaching resource. Just one block from campus, Hamilton Pond is a rich source of invertebrate animals and aquatic plants for use in laboratories. The pond also offers opportunities for research in aquatic biology.

■ **Biology Major.** The major in Biology consists of: BIOL 111, 112, 200, 202, 204, 307, 350 (to be taken for two credits), 222, 322, 440, 450 and two electives chosen from BIOL 201, 203, 302, 308, 315, 320, 325, 333, 345, 354 and 355; CHEM 130, 140, and 220/225 (taken concurrently); MATH 151 and 207; and PHYS 130. BIOL 440 and 450 may be replaced with an approved off-campus research experience.

■ **Biology Minor.** A minor in Biology consists of BIOL 111, 112, 200, 202, 204, and 307.

■ **Teacher Certification.** The Biology major who seeks secondary certification must com-

plete the major cited above. This work also qualifies the candidate to teach general science. Other requirements for certification are described in the Education Department section of the catalog. EDUC 342 must be included with this work.

BIOL 101G.* Life on Earth. A broad survey of organisms and life processes and the forces that shaped and continue to shape our ecosystem. (Four credits.)

BIOL 111G. General Zoology. A study of the animal kingdom that surveys major groups and investigates the structure, function, evolution, and ecology of representative forms. (Four credits.)

BIOL 112G. General Botany. Introduction to the traditional plant kingdom emphasizing the algae, fungi, bryophyta, ferns, conifers, and flowering plants. The taxonomy, life cycles, growth habits, gross structures, and limited functions are studied. (Four credits.)

BIOL 200. Cell Biology. Introductory study of the structure and function of living cells and their components. Laboratory will employ basic cell/molecular biology techniques and include the preparation of reagents, DNA isolation, plasmid manipulation and DNA transfection. Students will have the opportunity to apply current recombinant in vitro DNA technology in preparation and expression of a transgene using a prokaryotic system. Prerequisites: BIOL 111 or 112 and CHEM 130. (Four credits.)

BIOL 201G. Field Botany. A study of plant associations and the abiotic conditions that permit their development. The laboratory is concentrated at the Ecological Field Station with visits to other types of plant habitats. (Four credits.)

**BIOL 101 and 201 are recommended for non-majors fulfilling the life science general education requirement. Non-majors may also choose BIOL 111 or BIOL 112 with consent of the instructor.*

BIOL 202. Genetics. An introduction to the principles of heredity in both prokaryotes and eukaryotes, including the contemporary understanding of genes and gene mechanisms. Laboratory exercises use animals, plants and microorganisms to elucidate genetic principles. Prerequisites: Junior standing, BIOL 111 or 112 or 200 or consent of the instructor. (Four credits.)

BIOL 203. Comparative Vertebrate Morphology. A comparative and functional study of vertebrate anatomy from an evolutionary perspective. Taught in alternate years. Prerequisite: BIOL 111. (Four credits.)

BIOL 204. Human Anatomy and Physiology. A systematic analysis of the structure and function of the human body. Prerequisite: BIOL 111 or consent of the instructor. (Four credits.)

BIOL 222. Introduction to Research I. A seminar designed to introduce the biology major to the scientific literature. Students will learn to search for, retrieve, summarize, and evaluate primary sources of biological research. Students will also evaluate proposals and final research presentations of the research of advanced biology majors. (One credit.)

BIOL 250. Special Topics. (One to four credits.)

BIOL 300. Special Problems. A special course in a laboratory exercise, a field problem, or readings for the student who wishes to investigate a topic in biology beyond those normally offered. The particular problem is selected in consultation with the biology faculty. (One to three credits.)

BIOL 302. Microbiology. A general study of microorganisms (bacteria, fungi and protists), emphasizing morphology, physiology, ecological relationships, and the nature of disease and its control. Consideration is also given to viruses. Laboratory sessions provide for experimental demonstration of basic concepts and for

familiarization with fundamental microbiological methods. Taught in alternate years. Prerequisite: BIOL 200. (Four credits.)

BIOL 307. Ecology. An introduction to the principles and concepts that describe the interactions of living organisms with their environments. Laboratory sessions involve field study of local flora and fauna and their habitats with the aim of illustrating fundamental concepts and basic ecological methodology. Prerequisites: BIOL 111 and 112 and MATH 207. (Four credits.)

BIOL 308. Vertebrate Embryology. A descriptive study of development and differentiation in vertebrates. Laboratory sessions are balanced between detailed microscopic examination of vertebrate embryos and experimental study of growth processes. Taught in alternate years. Prerequisite: BIOL 111. (Four credits.)

BIOL 315. Field Zoology. Advanced study of the ecological relationships of animals in their natural environments, particularly as it relates to the conservation of biological diversity. Lectures focus on systematics, zoogeography, natural history, and conservation of animals. Labs emphasize: 1) identification and scientific nomenclature of animals groups with an emphasis on local and regional fauna, and 2) design and implementation of field experiments in ecology, which includes a class and individual research topic. Taught in alternate years. Prerequisite: BIOL 111 and BIOL 112 and Junior standing (or instructor's consent). (Four credits.)

BIOL 320. Parasitology. A general study of the biology of parasitism. Lectures and labs will emphasize systematics and taxonomy of the major groups, complex life cycles of parasites, behavioral and physiological effects of parasites on hosts (including humans), and how human modifications of landscapes affect parasites. Taught in alternate years. Prerequisite: BIOL 111. (Four credits.)

BIOL 322. Introduction to Research II. A seminar designed to introduce the biology major to planning scientific research. Building on previous knowledge of scientific literature, students learn how to design experiments and apply appropriate statistical methods to the results. Students write a proposal for an independent research project that includes a thorough literature review and present their proposal orally to faculty and student peers. Prerequisite: BIOL 222. (One credit.)

BIOL 325. Advanced Physiology. Detailed study of human and comparative cellular and systemic physiology, emphasizing muscle, cardiovascular, neural, respiratory, renal, and reproductive physiology. Advanced Physiology will build on fundamental knowledge acquired in BIOL 204. Laboratory exercises will be both descriptive and experimental. Taught in alternate years. Prerequisite: BIOL 204. (Four credits.)

BIOL 333. Evolution. Evolution encompasses the synthesis of all of biology from molecules to ecology. In doing so, evolution addresses the fundamental paradox: the diversity of living organisms. This course offers an exploration of the processes of evolutionary change in animals, plants and microbes. Population genetics, microevolution, speciation, adaptive radiation, and macroevolution will be addressed. Also, the origin of *Homo sapiens* will be considered. Taught in alternate years. Prerequisite BIOL 202. (Three credits.)

BIOL 345. Animal Behavior. A study of the diverse and fascinating range of animal behavior. How do we explain that in various animals we can observe infanticide, competition, and polygamy, but also cooperation, altruism, and monogamy? Using an evolutionary approach, this course will examine both the proximate mechanisms and ultimate reasons that explain the great variety of animal behavior as elucidated by animal behaviorists through ingenious experimentation and patient observation. Taught in alternate years. Prerequisite: PSYC 101 or BIOL 101 or 111. *Cross-listed with PSYC 345.* (Three credits.)

BIOL 350. Science Seminar. An introduction to the literature of the physical and biological sciences, providing the student with the opportunity to prepare and present reports. Speakers from outside the College are invited to speak each semester. May be repeated for credit. CR/NC. (One credit.)

BIOL 354. Molecular Biology. An in-depth look at DNA, RNA, and proteins. Emphasis is placed on the structure and function of nucleic acids and on DNA-protein interactions. The control of such processes as DNA replication, gene expression, and protein translation in both eukaryotic and prokaryotic systems will be addressed. Taught in alternate years. Prerequisite: BIOL 200 or instructor's consent. (Three credits.)

BIOL 355. Molecular Biology Laboratory. Molecular biology laboratory is the companion course to BIOL 354 and will practice concepts taught in the lecture. Emphasis is on the three principle molecules in molecular biology: DNA, RNA and proteins. Exercises include Northern and Southern blotting, RT-PCR, DNA sequencing, and electrophoretic mobility shift assays. Taught in alternate years. Prerequisite: BIOL 200 or instructor's consent. (Two credits.)

BIOL 390. Internship in Biological Sciences. An experience designed to allow students to apply biological theory and concepts to practice in a work environment within the field of biology. Students are required to complete the following: a journal maintained during the work experience, an essay summarizing and integrating the internship experience with prior course work, and a public oral presentation. (One to three credits.)

BIOL 440. Research I. An individual research project chosen by the student in consultation with the biology faculty. Includes designing and executing a research project as well as keeping a detailed laboratory notebook. Prerequisite: BIOL 322. (Two credits.)

BIOL 450. Research II. A continuation of Research I. Students are expected to finish the research projects they began in BIOL 440. The main focus of this course will be analyzing and presenting research results in poster format and in a formal scientific paper. Students will be further required to serve as mentors to their peers enrolled in Research I. Prerequisite: BIOL 440. (Two credits.)

BIOL 480. Evolution of Human Behavior. An exploration of the application of evolutionary theory to explain human behavior, beginning with an overview of the process of evolution and research in animal and human behavior. Abuses of neo-Darwinian explanations (e.g. social Darwinism, progressive evolution, racism, sexism) will be contrasted with the potential benefits of such an approach to understanding human behavior. Broader philosophical implications of applying naturalistic explanations to human behavior will be discussed. Prerequisite: Junior standing. *Cross-listed with ISSI 480. Enrollment in BIOL 480 will NOT fulfill the ISSI general education requirement.* (Three credits.)

BIOPSYCHOLOGY

Joan M. Wertz, Assistant Professor
of Psychology, Coordinator

■ **Biopsychology Major.** The Biopsychology major is an interdisciplinary program designed to prepare students for graduate school and careers related to the integration of biology and human behavior. The major requires a minimum of 41 semester hours. Courses are divided into two categories, required courses and electives. The required courses consist of six core courses, and a research component sequence, which can be completed in either the Biology or Psychology departments. Courses are primarily taught by the Biology and Psychology departments, with the exceptions of MATH 207 and select Chemistry courses. Additionally, students are required to conduct a senior research project (BIO 440/450 or PSYC 420) related to biopsychology.

■ **Course requirements.** (SH are noted in parentheses, see specific departments for complete course descriptions):

Required Courses (32-33 semester hours)

Core component: The following six core courses must be taken (22 hours).

BIOL 111 (4)	General Zoology
BIOL 204 (4)	Human Anatomy and Physiology
CHEM 130 (4)	Organic Chemistry I
PSYC 101 (4)	Introduction to Psychology
PSYC 243 (3)	Mind, Brain and Behavior
PSYC 318 (3)	Biopsychology

Research component: Choose one sequence (10-11 hours)

Biology Sequence (10 hours)

MATH 207 (4)	Statistics for the Sciences (does not have to be taken in sequence)
BIOL 222 (1)	Introduction to Research I
BIOL 322 (1)	Introduction to Research II
BIOL 440 (2)	Research I
BIOL 450 (2)	Research II

Psychology Sequence (11 hours)

PSYC 201 (4)	Research Methods I: Statistics
PSYC 202 (4)	Research Methods II: Synthesis and Communication
PSYC 420 (3)	Research Seminar

Elective Courses (9-11 semester hours)

Choose three courses, at least one from BIOL and at least one from PSYC

BIOL 202 (4)	Genetics
BIOL 325 (4)	Advanced Physiology
BIOL 333 (3)	Evolution
BIOL 345/PSYC 345 (3)	Animal Behavior
CHEM 230 (4)	Organic Chemistry II
PSYC 239 (3)	Health Psychology
PSYC 303 (3)	Drugs and Behavior
PSYC 320 (3)	Cognition
PSYC 327 (3)	Sensation and Perception

Notes:
Special Topics courses (PSYC 250 or 350, or BIOL 250) may count toward the major as electives, as approved by the program coordinator when pertaining to biopsychology. Students intending to go to graduate school in the Neurosciences are encouraged to take Organic Chemistry II as an elective.

Senior Research Component:
The senior research project, whether taken through the Biology (BIOL 440/450) or Psychology (PSYC 420) research track, must be related to biopsychology, as determined by the research mentor and/or the Biopsychology major coordinator.

■ **Biopsychology Minor.** Given the interdisciplinary nature of the major, no minor is offered.

NEWMOUTH COLLEGE LIBRARY

CHEMISTRY

Peter A. Gebauer, Professor
Richard L. Kieft, Professor

Chemistry Major. A major in Chemistry consists of CHEM 130, 140, 220, 225, 230, 312, 322, 325, 330, 335, 340, 350 (taken four times for a total of four credits), and 420 or 430. In addition, two semesters each of calculus and calculus-based physics are required. German is the preferred foreign language for chemistry majors.

The culminating experience for chemistry majors consists of an independent study project (CHEM 420 or 430) and four semesters of seminar (CHEM 350).

Chemistry Minor. A minor in Chemistry consists of seven courses: CHEM 130, 140, 220, 225, 230, and either 312 or a combination of 330 and 335.

Teacher Certification. A Chemistry major can prepare to teach chemistry at the secondary level by completing the major requirements noted above and the other requirements cited in the Education Department section, including EDUC 342. The candidate should also complete eight semester hours of biology to qualify to teach general science.

CHEM 100G. Chemistry: A Cultural Approach. An introduction to various topics related to chemistry, emphasizing issues which particularly affect the general public. (Four credits.)

CHEM 130G. Organic Chemistry I. A survey of organic chemistry including the structure and reactions of some biologically important molecules. Also includes a qualitative introduction to chemical equilibrium. (Four credits.)

CHEM 140. General Chemistry I. A general study of the properties, structure, and bonding of elements and compounds. Chemical calculations and an introduction to chemical thermodynamics are also included. (Four credits.)

CHEM 220. Introductory Analytical Chemistry. An introduction to data analysis, quantitative principles of chemical equilibrium, and quantitative analysis. Prerequisite: CHEM 140. (Three credits.)

CHEM 225. Introductory Analytical Chemistry Laboratory. The laboratory portion of CHEM 220. Concurrent: CHEM 220. (Two credits.)

CHEM 230. Organic Chemistry II. A study of the structure and reactivity of organic molecules, including kinetics and reaction mechanisms. Prerequisite: CHEM 220. (Four credits.)

CHEM 250. Special Topics. (One to four credits.)

CHEM 312. Physical Chemistry I. A study of classical chemical thermodynamics with aspects of macromolecular chemistry. Includes a laboratory which emphasizes modern physical and biophysical chemistry methods. Prerequisites: CHEM 230, MATH 152 and PHYS 132. (Four credits.)

CHEM 322. Physical Chemistry II. A study of chemical kinetics and quantum mechanics. Includes a report-writing laboratory which emphasizes modern physical methods and the study of chemical literature. Prerequisites: CHEM 230, MATH 152 and PHYS 132. (Four credits.)

CHEM 325. Integrated Laboratory. Laboratory projects employing techniques from all areas of chemistry, but emphasizing synthesis and instrumental techniques. Prerequisite: CHEM 312. Concurrent: CHEM 340. (Two credits.)

CHEM 330. Biochemistry. Structure and function of biologically important molecules and their role(s) in life processes. Protein conformation, enzymatic mechanisms, nucleic acid

conformation, selected metabolic pathways and special topics will be analyzed. Prerequisite: CHEM 230. (Three credits.)

CHEM 335. Biochemistry Laboratory. This course emphasizes spectrophotometry, enzyme purification and kinetics, computational chemistry of biomolecules, modern experimental techniques, the use of computers in data analysis and scientific writing. Co-requisite: CHEM 330. (One credit.)

CHEM 340. Advanced Analytical Chemistry. A study of the principles and practice of modern instrumental methods of analysis and of chemical instrumentation. Spectroscopic, electrical, and magnetic procedures are emphasized. Concurrent: CHEM 325. Prerequisite: CHEM 312. (Three credits.)

CHEM 350. Science Seminar. An introduction to the literature of the physical and biological sciences providing the student with the opportunity to prepare and present oral reports. Required of Juniors and Seniors majoring in chemistry. May be repeated for credit. CR/NC. (One credit.)

CHEM 362. Advanced Physical Chemistry. A study of current topics in physical chemistry including statistical mechanics, chemical reaction dynamics, and theoretical chemistry. Prerequisites: current or prior enrollment in CHEM 322. (Three credits.)

CHEM 370. Advanced Inorganic Chemistry. A study of the structure, bonding, stability, and reactivity of coordination complexes, including organometallic compounds. The chemistry of other selected inorganic systems is also discussed. Co-requisite: CHEM 312. (Three credits.)

CHEM 380. Advanced Organic Chemistry. An advanced and, where possible, quantitative study of the relationship between the structure of organic species and their stability and reactivity. Co-requisite: CHEM 312. (Three credits.)

CHEM 390. Advanced Biochemistry. A study of advanced topics in biochemistry including metabolism, information processing, biochemical aspects of disease, and current biochemical findings. Prerequisite: CHEM 330. (Three credits.)

CHEM 420. Independent Study. A laboratory, library, or fieldwork topic of special interest to the student pursued under the supervision of a faculty member. The project may be performed off campus. (One to three credits.)

CHEM 430. Research. An original laboratory project chosen in consultation with the chemistry faculty. (One to three credits.)

CLASSICS

Thomas J. Sienkewicz, Professor, Chair
Virginia Hellenga, Lecturer
William L. Urban, Professor
Vicki Wine, Lecturer

■ **Classics Major.** A major in Classics consists of a minimum of 30 semester hours in Classics, Latin or Greek, including CLAS 200 and CLAS 201. Language proficiency at the 102 level in Latin or Greek is required. CLAS 211, 212 and 230 are highly recommended.

■ **Greek Major.** A major in Greek consists of a minimum of 30 semester hours, including CLAS 200 and CLAS 201. CLAS 211 and 230 are highly recommended.

■ **Latin Major.** A major in Latin consists of a minimum of 30 semester hours, including CLAS 200 and CLAS 201. CLAS 212 and 230 are highly recommended.

■ **Classics Minor.** A minor in Classics consists of 15 semester hours in Classics, Latin or Greek, including CLAS 200.

■ **Greek Minor.** A minor in Greek consists of 15 semester hours in Greek, including CLAS 200.

■ **Latin Minor.** A minor in Latin consists of 15 semester hours in Latin, including CLAS 200.

■ **Teacher Certification.** The Classics and Education Departments cooperate in offering a program, approved by the Illinois State Teacher Certification Board, that leads to certification of secondary level teachers of Latin. For certification, the state board requires a minimum of 32 credits in the field plus LATN 435. A candidate with certification in another field may qualify to teach Latin with 20 credits in a second teaching field. An individually-designed program which satisfies this need is formulated for the teaching candidate.

LANGUAGE COURSES

LATN 101G. Elementary Latin I. An introduction to Latin grammar and syntax with simple readings and translation. (Four credits.)

LATN 102G. Elementary Latin II. A continuation of LATN 101. Students who have not completed LATN 101 or the equivalent are strongly advised to consult with the instructor prior to registration. (Four credits.)

LATN 200. Directed Readings. Reading, translation, and discussion of selected texts to be determined on the basis of student needs. May be repeated for credit with different topics. Students who have not completed LATN 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. LATN 200 may be repeated for credit. (One credit; may be repeated for credit.)

LATN 203. Understanding Spoken Latin. A variety of audio and video resources are used in order to develop comprehension skills in understanding spoken Latin. May be repeated for credit.

LATN 300. Directed Readings. Continuation of LATN 200. Students who have not completed LATN 200 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have Junior standing. (One credit; may be repeated for credit.)

LATN 400. Directed Readings. Continuation of LATN 300. Students who have not completed LATN 300 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have Senior standing. (One credit; may be repeated for credit.)

LATN 401. Individualized Study. Independent study in the Latin language or in individual Latin authors not included in regular courses or studied in greater depth than a regular course permits. May be repeated for credit with different topics. (One to four credits.)

LATN 420. Prose Composition. Prose composition in Latin. For advanced students only. (Three credits.)

LATN 435. Methods of Teaching Latin. A study of instructional methods and materials used in teaching high school Latin and of technical problems associated with teaching Latin grammar and translation. Co-requisite: EDUC 340. (Three credits.)

GREK 101G. Elementary Greek I. A study of grammar and syntax of ancient Greek with simple readings and translation. (Four credits.)

GREK 102G. Elementary Greek II. A continuation of GREK 101. Students who have not completed GREK 101 or the equivalent are strongly advised to consult with the instructor prior to registration. (Four credits.)

GREK 200. Directed Readings. Reading, translation, and discussion of selected texts to be determined on the basis of student needs. May be repeated for credit with different topics. Students who have not completed GREK 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. (One credit; may be repeated for credit.)

GREK 212G. Biblical Greek. Selections from the Greek Septuagint and New Testament. Prerequisite: GREK 101 or its equivalent. (Three credits.)

GREK 300. Directed Readings. Continuation of GREK 200. Students who have not completed GREK 200 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have Junior standing. (One credit; may be repeated for credit.)

GREK 400. Directed Readings. Continuation of GREK 300. Students who have not completed GREK 300 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have Senior standing. (One credit; may be repeated for credit.)

GREK 401. Individualized Study. Independent study in the Greek language or in individual Greek authors not included in regular courses or studied in greater depth than a regular course permits. For advanced students only. May be repeated for credit with different topics. (One to four credits.)

CIVILIZATION COURSES

CLAS 200. Introduction to Classical Studies. This seminar surveys various fields of classics, including linguistics, archaeology, and history, and introduces prospective majors, minors and serious students of the Classics to various research tools important to the discipline. (One credit.)

CLAS 201. Classics Seminar. In this seminar a central topic in Classical studies is examined from a variety of disciplinary models and approaches. Intended for majors, minors and serious students of the Classics. May be repeated for credit. Prequisite CLAS 200 or permission of the instructor. (One credit.)

CLAS 211G. History of Greece. A study of classical Greece concentrating on ancient historians and their works. (Listed also as HIST 211.) (Three credits.)

CLAS 212G. History of Rome. An interpretation and evaluation of Roman civilization with special emphasis on the late Roman republic. (Listed also as HIST 212.) (Three credits.)

CLAS 224. Word Elements. An English vocabulary-building course that emphasizes the Greek and Latin roots of the English language, the meanings of prefixes and suffixes from Greek and Latin, and basic linguistic concepts. (Three credits.)

CLAS 225. Scientific Terminology. Examines Greek and Latin word elements in a variety of scientific language contexts, including medicine, biology, chemistry and physics. Considers ways

to use technical dictionaries and Greek and Latin roots of the English language to understand and use scientific terminology. (Two credits.)

CLAS 401. Individualized Study. Independent study of classical topics not included in regular courses or studied in greater depth than a regular course permits. For advanced students only. Permission of instructor required. May be repeated with different topics. (One to four credits.)

REFLECTIONS COURSES

CLAS 245. Ancient Religious Reflections. Deals with different aspects of religion in the world of the ancient Mediterranean. Topics include "Sacred Places," "Mystery Religions Past and Present," and "Classical Mythology and Religion." While special attention is given to the ancient Greeks and Romans, the civilizations of other Mediterranean peoples, such as the Egyptians, are also discussed and special effort will be made to put these ancient reflections in a modern context. May be repeated for credit with different topics.

LATN 245. Roman Religious Reflections: Readings. Readings in Latin in the topics covered in CLAS 245. Students who have not completed LATN 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics. (Three credits.)

LATN 345. Roman Religious Reflections: Readings. Continuation of LATN 245. Students who have not completed LATN 245 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have Junior standing. May be repeated for credit with different topics. (Three credits.)

LATN 445. Roman Religious Reflections: Readings. Continuation of LATN 345. Students who have not completed LATN 345 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have Senior standing. May be repeated for credit with different topics. (Three credits.)

GREK 245. Roman Religious Reflections: Readings. Readings in Greek in the topics covered in CLAS 245. Students who have not completed GREK 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics. (Three credits.)

GREK 345. Greek Religious Reflections: Readings. Continuation of GREK 245. Students who have not completed GREK 245 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have Junior standing. May be repeated for credit with different topics. (Three credits.)

GREK 445. Greek Religious Reflections: Readings. Continuation of GREK 345. Students who have not completed GREK 345 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have Senior standing. May be repeated for credit with different topics. (Three credits.)

TRIAD COURSES

The center of the Classics curriculum at Monmouth College is the triad course, taught simultaneously in translation and in the original languages, according to student needs. This unique approach brings together students who can work in the original languages and those who cannot and provides benefits to each. In translation, students are exposed to textual analysis in the original languages, and language students have the advantage of broader discussions of the readings than a language course usually permits.

In all triad courses, collateral subjects, including art, archaeology, history, and literature, are studied in order to provide an overview of

classical civilization through a focus on particular authors, periods, and genres. Classics majors who take a series of triad courses will have a solid foundation in the classical world in its broadest scope. In all triad courses, students study not just an ancient language and its literature but an ancient culture in its fullest context.

Triad courses are offered in units of three: Classics, Latin, and Greek. A student cannot enroll in more than one unit at the same time. Classics courses require no knowledge of either Latin or Greek. All triad courses devote at least some attention to the influence of the subject on later Western culture.

CLAS 210G. Ancient Literature. A study in translation of literary themes and ancient genres as works of art, this course considers ancient Greek and Roman expressions of the creative imagination in literature and the theater and their links with contemporary culture and the fine arts. Each time it is offered, this course covers different genres, including epic, tragedy, comedy, the novel, lyric poetry, and satire or different themes, such as the trickster, love and marriage, and the generation gap. May be repeated for credit with different topics. (Three credits.)

LATN 210. Roman Literature. Readings in Latin in the topics and genres covered in CLAS 210. Authors to be read may include Vergil, Seneca, Terence, Plautus, Petronius, Horace, Catullus, and Juvenal. Students who have not completed LATN 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics. (Three credits.)

LATN 310. Roman Literature. Continuation of LATN 210. Students who have not completed LATN 210 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have Junior standing. May be repeated for credit with different topics. (Three credits.)

LATN 410. Roman Literature. Continuation of LATN 310. Students who have not completed LATN 310 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have Senior standing. May be repeated for credit with different topics. (Three credits.)

GREK 210. Greek Literature. Readings in Greek in the topics and genres covered in CLAS 210. Authors to be read may include Homer, Aeschylus, Sophocles, Euripides, Aristophanes, the Greek novelists, Sappho, and Archilochus. Students who have not completed GREK 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics. (Three credits.)

GREK 310. Greek Literature. Continuation of GREK 210. Students who have not completed GREK 210 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have Junior standing. May be repeated for credit with different topics. (Three credits.)

GREK 410. Greek Literature. Continuation of GREK 310. Students who have not completed GREK 310 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have Senior standing. May be repeated for credit with different topics. (Three credits.)

CLAS 230G. Classical Mythology. A survey of literary and artistic expressions of ancient Greek and Roman myths, their influence in the development of human culture, and their links with the mythologies of other peoples. This course considers a different topic every year, including "The Hero," "The God," and "Women in Mythology." May be repeated for credit with different topics. Satisfies the appreciation requirement in "Beauty and Meaning in Works of Art." (Three credits.)

LATN 230. Mythology. Readings in Latin about the myths discussed in CLAS 230. Stu-

dents who have not completed LATN 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics. (Three credits.)

LATN 330. Mythology. Continuation of LATN 230. Students who have not completed LATN 230 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have Junior standing. May be repeated for credit with different topics. (Three credits.)

LATN 430. Roman Literature. Continuation of LATN 310. Students who have not completed LATN 330 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have Senior standing. May be repeated for credit with different topics. (Three credits.)

GREK 230. Mythology. Readings in Greek about the myths discussed in CLAS 230. Students who have not completed GREK 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics. (Three credits.)

GREK 330. Mythology. Continuation of GREK 230. Students who have not completed GREK 230 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have Junior standing. May be repeated for credit with different topics. (Three credits.)

GREK 430. Mythology. Continuation of GREK 330. Students who have not completed GREK 330 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have Senior standing. May be repeated for credit with different topics. (Three credits.)

CLAS 240G. Ancient Society: Topic. A close examination of a particular aspect of Graeco-Roman society with special attention to the ways in which the lives of ancient Greeks and Romans were different from those in the modern world. Each time it is offered, this course covers a different social topic, including the ancient family, athletics, education, political organization and theory, military life, utopias, etc. May be repeated for credit with different topics. (Listed also as HIST 240G.) (Three credits.)

LATN 240. Roman Society: Readings. Readings in Latin in the topics covered in CLAS 240. Students who have not completed LATN 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics. (Three credits.)

LATN 340. Roman Society. Continuation of LATN 240. Students who have not completed LATN 240 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have Junior standing. May be repeated for credit with different topics. (Three credits.)

LATN 440. Roman Society. Continuation of LATN 340. Students who have not completed LATN 340 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have Senior standing. May be repeated for credit with different topics. (Three credits.)

GREK 240. Greek Society: Readings. Readings in Greek in the topics covered in CLAS 240. Students who have not completed GREK 101 and 102 or the equivalent are strongly advised to consult with the instructor prior to registration. May be repeated for credit with different topics. (Three credits.)

GREK 340. Greek Society. Continuation of GREK 240. Students who have not completed GREK 240 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have Junior standing. May be repeated for credit with different

topics. (Three credits.)

GREK 440. Greek Society. Continuation of GREK 340. Students who have not completed GREK 340 or the equivalent are strongly advised to consult with the instructor prior to registration. Students should have Senior standing. May be repeated for credit with different topics. (Three credits.)

CLAS 241. Ancient Society: Topic. May be repeated for credit with different topics.

CLAS 250. Special Topics. May be repeated for credit. (Three credits.)

LATN 250. Special Topics. May be repeated for credit. (Three credits.)

GREK 250. Special Topics. May be repeated for credit. (Three credits.)

COMMUNICATION AND THEATER ARTS

Lee A. McGaan, Professor, Chair
Benita Dilley, Associate Professor
Chris Goble, Lecturer
Trudi K. Peterson, Associate Professor
Steve Price, Assistant Professor,
Communication Across the Curriculum Coordinator
Douglas B. Rankin, Professor
William J. Wallace, Professor

■ **Communication and Theater Arts Major.** A major in Communication and Theater Arts consists of 36 semester hours, including CATA 101, three hours of 100/200 workshop credit, CATA 230, 261, 321, 421, 491, an independent study or internship and acceptance of a senior portfolio. In addition, majors must complete one of the following concentrations: Communication and Media — CATA 231 or 235, two courses from CATA 333, 335, 337 and 339; and one course from CATA 263, 265 and 365; Theater — CATA 273, 275, 373 and 375 or 377.

■ **Teacher Certification.** Those majors working toward secondary teacher certification should confer as early as possible with the chairs of the Communication and Theater Arts and Education departments to ensure that their program will meet state standards. (Note: Secondary certification in a "primary teaching field" requires a minimum of 32 semester hours.) A second teaching field in a related area of study is recommended.

■ **Communication and Theater Arts Minor.** The following programs are currently available from the department for students who are not seeking a major in Communication and Theater Arts:

1. Communication Minor. CATA 101, at least one semester hour of workshop credit, plus CATA 231 or 235, 233, and two courses from CATA 333, 335, 337 and 339.

2. Media Minor. CATA 101, at least one semester hour of workshop credit, plus CATA 261, 263, 265, and 365.

3. Theater Minor. CATA 101, at least one semester hour of workshop credit, plus CATA 273, 275, 373 and 375 or 377.

CATA 101G. Fundamentals of Communication. A practice-oriented introduction to the forms of speech, including interpersonal, small-group, and public communication. Offered each semester. (Three credits.)

CATA 124. Communication: Workshops. Staff-supervised participation in communication projects. Prerequisite: permission of instructor. May be repeated for credit. CR/NC. (One credit.)

CATA 125. Print Media: Workshops. An introduction to the print media, covering the basic elements of journalism. Students will participate as staff reporters on the Courier, the college's student newspaper. Open to all students. May be repeated for credit. (Also ENGL 126.) CR/NC. (One credit.)

CATA 126. Electronic Media: Workshops. Staff-supervised participation in electronic media. Open to all students. May be repeated for credit. CR/NC. (One credit.)

CATA 127G. Theater Arts: Workshops. Staff-supervised participation in theater arts. May be repeated for credit. Prerequisite: permission of instructor. CR/NC. (One credit.)

CATA 171G. Introduction to Theater and Cinema Appreciation. A course designed to give the beginning student a critical platform on which to base his or her own evaluation of plays and films. Selected reading of play scripts, film scenarios, and general criticism is supplemented by planned viewing experiences in both art forms. Offered each semester. (Three credits.)

CATA 173G. Introduction to Technical Theater. A study of the basic elements of technical

theater, including stagecraft, lighting, properties, and makeup. Includes laboratory. Offered each semester. (Three credits.)

CATA 175G. Beginning Acting. An introduction to the art and history of stage acting combined with practical exercises and performances of short scenes. Offered each year. (Three credits.)

CATA 224. Communication: Advanced Workshops. A continuation of CATA 124 with advanced work and/or a position of responsibility in communication. Primarily for upperclass majors. Prerequisite: CATA 124, sophomore standing and consent of the instructor. May be repeated for credit. (Two credits.)

CATA 225. Print Media: Advanced Workshops. A continuation of CATA 125 with advanced journalism work and individual study with the instructor. Prerequisite: CATA 125 and consent of the instructor. May be repeated for credit. (Also ENGL 226.) (Two credits.)

CATA 226. Electronic Media: Advanced Workshops. A continuation of CATA 126 with advanced work and/or a position of responsibility in electronic media. Primarily for upperclass majors. Prerequisite: CATA 126 and consent of the instructor. May be repeated for credit. (Two credits.)

CATA 227. Theater Arts: Advanced Workshops. A continuation of CATA 127 with advanced work and/or a position of responsibility in theater arts. Primarily for upperclass majors. Prerequisite: CATA 127 and consent of the instructor. May be repeated for credit. (Two credits.)

CATA 230. Introduction to Communication Studies. An introduction to the breadth of the field of communication studies (including media and theatre arts) through the examination of historical and contemporary communication theories. Acquaints students with general, thematic, and contextual theories of human communication to provide a more thorough understanding of communication processes in multiple contexts (interpersonal, small group, organizational, public performance, mass, and cultural). Gives attention to application of theory in practical settings and criteria for evaluating theories. Offered each year. Prerequisite: CATA 101 and CATA major or consent of the instructor.

CATA 231. Interpersonal Communication. An examination of the verbal and nonverbal features of face-to-face communication in everyday life, social interaction, professional activity, and in our culture as a whole. Attention is given to language as a cultural system and as a meaning system, communication as behavior, relationship development, and communication systems and effects. Emphasis is placed on understanding theory, systematically observing communicative behavior, analysis of communication situations, and skill improvement. Offered each year. Prerequisite: CATA 101. (Three credits.)

CATA 233. Advanced Public Speaking. A theory and performance-oriented course focusing upon the preparation and presentation of public messages. Includes classical and contemporary rhetorical theory, argumentation, models of successful speakers, various forms of presentation (informative, persuasive, and entertaining), and directions for practice. Offered each year. Prerequisite: CATA 101 or consent of the instructor. (Three credits.)

CATA 235. Small Group Communication. A study of task-oriented, small-group communication emphasizing effective organization, participation, and leadership. Methods of correcting specific problems that may hinder small groups are explored. Includes opportunities to participate in and analyze small-group interaction. Offered each year. Prerequisite: CATA 101. (Three credits.)

CATA 261. Mass Media and Modern Society. An inquiry into the mass media of our time (print, film, radio, television, etc.), including

study of the forces that created them and the effects they have on society. Special attention is given to theories of mass communication and the medium of television. Offered each semester. (Three credits.)

CATA 263. Radio and Television Production. A survey of the historical development of and operational and management trends within broadcasting combined with practical training (e.g. announcing techniques, handling of cameras and switching equipment, editing, program planning.) Prerequisite: CATA 261 or consent of the instructor. Offered each year. (Three credits.)

CATA 265. Writing for the Media. A broadcast media writing course providing practical experience in the creation of commercial and noncommercial materials for radio, television, print and new media. Offered each semester. (Three credits.)

CATA 273G. The Classical Theater. A survey of Western theater from ancient Greece to 1800. Emphasizes the evolution of dramatic literature, production elements, theater architecture, and audience composition. Offered in alternate years. (Three credits.)

CATA 275G. The Modern Theater. A survey of Western theater from 1800 to the present. Emphasizes the evolution of dramatic literature, production elements, theater architecture, and audience composition. Offered in alternate years. (Three credits.)

CATA 294. Special Topics. Communications. (Three credits.)

CATA 295. Special Topics. Print Media. (Three credits.)

CATA 296. Special Topics. Electronic Media. (Three credits.)

CATA 297. Special Topics. Theater. (Three credits.)

CATA 321. Junior Colloquium. An examination of the interrelationships of communication, media and theater as well as the goals and outcomes of study in Communication and Theater Arts. Includes opportunities to prepare and present projects and develop a student web-based electronic portfolio. Individual and group study will occur. Topics include an overview of emerging issues facing CATA graduates, web and portfolio design, as well as career analysis and planning. Offered each fall. Prerequisite: CATA Major and Junior standing or permission of the instructor. (One credit.)

CATA 333. Organizational Communication. An analysis of organizational communication theories and methods and the study of organizational culture, motivation, conflict, decision-making, and power, and patterns for successful leadership and careers. Includes practice in forms of communication used in business with an extensive laboratory simulation in communication training and development. Offered each year. Prerequisite: CATA 101 and Junior standing or permission of the instructor. (Four credits.)

CATA 335. Argumentation. An introduction to how logical arguments are structured and analyzed. Includes development of abilities in composing logically valid messages and avoiding fallacies. Emphasis is placed on what makes arguments strong and effective. Portions of the course will be devoted to how arguments are used in various fields (e.g., law, journalism, science, history, or politics). Frequent in-class, written and oral practice will occur including formal debating. Prerequisite: CATA 101, 233 or POLS 101, 103 or 200 or by permission of instructor. (Three credits.)

CATA 337. Communication Criticism. A study of various critical perspectives and methods as applied to a variety of different communication texts, including public speeches, plays, films, and television news broadcasts. Emphasis is placed on enhancing critical thinking skills as well as on writing and articulating persuasive

arguments. Prerequisite: CATA 101 and 230. (Three credits.)

CATA 339. Persuasion. A study of the classic concepts of persuasion in relation to modern theories of how people effect changes in others' beliefs, attitudes, and behavior. Includes opportunities to prepare and present persuasive efforts culminating in the development of a persuasive campaign plan. Offered each year. Prerequisite: CATA 101 and 230 or 265. (Three credits.)

CATA 365. Media Production. A study of contemporary electronic communication technology. Applications include web site design and maintenance, the creation and implementation of multimedia projects (audio, video, graphics). Combines application of communication theory with practice in developing successful projects. Offered each year. Prerequisite: CATA 101. (Four credits.)

CATA 373. Advanced Acting. A study in vocal production and development (including dialects), work in a variety of acting styles. May be repeated for credit. Offered each year. Prerequisite: CATA 175, or by permission of instructor. (Three credits.)

CATA 375. Scenery and Lighting Design. A study of the basic elements of scenery and lighting design. Combines readings in design theory with practice in drafting, plotting, rendering, and model building. Offered in alternate years. Prerequisite: CATA 173 or by permission of instructor. (Three credits.)

CATA 377. Principles of Stage Directing. A study of the practical and theoretical elements of directing for the serious student of performance. Readings in theory and production organization are combined with practical exercises in analysis, pictorial composition, movement, and lead to the actual production of a short play. Offered each year. Prerequisites: Junior standing, some theater experience and CATA 171, 173 or 375, and 175. (Three credits.)

CATA 394. Seminar: Communication. A seminar centered on a problem or topic as announced before each offering. Designed for Juniors and Seniors. Prerequisite: Consent of the instructor. May be repeated for credit. (Three credits.)

CATA 395. Seminar: Print Media. A seminar centered on a problem or topic as announced before each offering. Designed for Juniors and Seniors. Prerequisite: Consent of the instructor. May be repeated for credit. (Three credits.)

CATA 396. Seminar: Electronic Media. A seminar centered on a problem or topic as announced before each offering. Designed for Juniors and Seniors. Prerequisite: Consent of the instructor. May be repeated for credit. (Three credits.)

CATA 397. Seminar: Theater. A seminar centered on a problem or topic as announced before each offering. Designed for Juniors and Seniors. Prerequisite: Consent of the instructor. May be repeated for credit. (Three credits.)

CATA 421. Senior Colloquium. An examination of the interrelationships of communication, media and theater as well as the goals and outcomes of study in Communication and Theater Arts. Includes opportunities to prepare and present projects and complete a student web-based electronic portfolio. Individual and group study will occur. Topics include an overview of emerging issues facing CATA graduates, web and portfolio design, as well as career and life planning. Seniors serve as mentors to Sophomore and Junior majors. Offered each fall. Prerequisite: CATA Major and Junior standing or permission of the instructor. (One credit.)

CATA 431. Methods of Teaching Communication and Theater Arts. A detailed study of the special problems that face the secondary-school teacher of Communication. Includes special attention to the development of criticism of oral assignments and the operation and organization of co-curricular activities in speech

and theater. Offered as needed. Co-prerequisite: EDUC 340. (Three credits.)

CATA 490. Independent Study. A faculty-directed program of individual study consisting of reading, research, or creative performance. Prerequisite: prior approval of the department. May be repeated for credit. (One to six credits.)

CATA 491. Freedom of Expression and Communication Ethics. A study of the foundations of freedom of expression and communication ethics in our society. Major historical documents pertaining to the freedom of communication and the moral and ethical base of communication will be reviewed. The continuing tension between artistic freedom and censorship will also be examined. Historical materials will be applied to current points of contention in the arts, business, media, and politics. Culminating experience required of all majors. Offered each year. Prerequisite: Senior CATA major or minor or Senior Public Relations major, or consent of the instructor. (Three credits.)

CATA 494. Internship in Communication. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit. (Three to nine credits.)

CATA 495. Internship in Print Media. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit. (Three to nine credits.)

CATA 496. Internship in Electronic Media. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit. (Three to nine credits.)

CATA 497. Internship in Theater Arts. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval of the department. May be repeated for credit. (Three to nine credits.)

EDUCATION

Thomas Sargent, Assistant Professor, Director of Teacher Education, Chair
Marie Baker, Lecturer, Coordinator of Student Professional Development & Clinical Experiences
Thomas Best, Lecturer
James Betts, Professor
Melinda Grimm, Lecturer
Bruce Hall, Lecturer
Linda Hall, Lecturer
Monie Hayes, Assistant Professor
Mary Kay Johnson, Assistant Professor
Becky McDonald, Lecturer
Kristen Sorensen, Practicum Coordinator
Craig Vivian, Associate Professor

Teachers play a significant role in society, and Monmouth College has a long and distinguished tradition of preparing select students for teaching careers. The Educational Studies Department is committed to carrying out the mission of the college emphasizing the discovery of connections, exploration of multiple perspectives, and an appreciation of the creative tension that exists among the principles of democracy, pluralism, equality, and freedom. In addition to the college mission, the Teacher Education Program and all concerned stakeholders have developed and are committed to a more specific mission:

> *The mission of the Monmouth College Teacher Education Program is to ensure that candidates will cultivate the academic and pedagogic expertise they need to integrate their learning into conceptually rich, interdisciplinary, and meaningful curriculum and instruction to promote community partnerships and the educational success and well-being of all students.*

Becoming a competent educator involves personal commitment and extensive professional preparation. The conceptual framework that guides the development of certification candidates is centered around the intentional goals of Expertise, Integration, Responsiveness, Empowerment, and Community.

Most candidates enrolling in educational studies department courses pursue a teacher certification program leading to an initial Illinois Elementary Certificate, an initial Illinois Secondary Certificate, or an initial Illinois Special Certificate. Endorsements to the elementary and secondary certificates, permitting teaching at the middle school level, are also available. The requirements for each of these certification programs are detailed below.

Candidates completing a program approved by the State of Illinois, in most instances, qualify for certificates in other states. Advisors in the educational studies department are prepared to discuss the requirements of other states and the steps necessary to apply for certification.

Candidates for an Illinois teaching certificate must pass the appropriate state-administered competency tests in order to be admitted to the program, continue in the program and to obtain a certificate. Monmouth College teacher candidates have scored well on these tests, and during the last year of available data, 2004-2005, Illinois State Board of Education records show that 100% of the candidates who completed our program passed both the ICTS Basic Skills and Subject-Matter Content Field tests required for certification.

All Teacher Education Programs are reviewed periodically by the Illinois State Teacher Certification Board. The professional education sequence and related content area courses have been aligned with the Illinois Content Area Standards for Educators. The Monmouth College Teacher Education Program is currently accredited through the Spring of 2007 by the Illinois State Teacher Certification Board.

The Educational Studies Department currently offers a major in elementary education and course work leading to an initial Illinois teacher certificate. Initial Illinois teaching certificates available through Monmouth College include: Elementary (type 03), Secondary (type 09), and K-12 Special (type 10). A variety of optional endorsements to the initial certificate in specific content areas may be earned through

the completion of additional course work; this includes the middle level endorsement.

■ **Foundational Requirements.** All candidates are required to complete these courses regardless of the certification area. EDUC 100, 101, 210, & 215; TEDP 200, 201, & 202; POLS 103; PHED 180/250; and HIST 313/PHIL 211

■ **Elementary Education Major & Certification Sequence (K-4 grade level).** In addition to the foundational requirements listed above candidates must complete: EDUC 220; TEDP 300, 301, 360, 361, 362, 365, 366, 400, 401, & 402; a TEDP/EDUC elective; and at least 24 semester hours in an approved content-area. Approved content-areas include: English, French, Latin, Mathematics, Music, Science, Social Science, Spanish, Speech/Theatre and Visual Arts.

■ **Secondary Certification Sequence (9-12 grade level).** In addition to the foundational requirements listed above candidates must complete: TEDP 300, 301, 350, 400, 401, & 402; two TEDP/EDUC electives; a specific methods course in the chosen major; and completion of a major in an approved certification area. Approved content majors include: Biology, Chemistry, English, History, Mathematics, Music, Physical Education, Physics, Political Science, and Visual Arts.

■ **Special Certification Sequence (K-12 grade level).** In addition to the foundational requirements listed above candidates must complete: TEDP 300, 301, 350, 351, 352, 400, 401, & 402; specific methods course(s) in the chosen major; and completion of a major in an approved certification area. Approved content majors include: French, Latin, Music, Physical Education, Spanish, and Visual Arts.

■ **Bilingual and E.S.L. Approval.** Monmouth offers, in conjunction with the Urban Education Program of the Associated Colleges of the Midwest, a program that leads to bilingual or ESL teacher approval. This credential is required of teachers who work with Spanish-speaking students making the transition to the English-language curriculum of the public schools. The program includes both course work and field experiences on campus and in Chicago.

The specific courses required of the teacher candidate vary depending upon the candidate's language proficiency, major teaching field, and the certificate sought. Essentially, the candidate must qualify for one of the standard teaching certificates described above and meet specific requirements regarding cognate language courses and teaching-methods courses. Since the program varies with the candidate's teaching interests and language facility, the candidate must consult an advisor in the education department as early as possible to plan his or her program.

Course Selections

EDUC 100. Foundations of Education. An introduction to professional education and teaching. Reading, discussion, and provide a basis for further decisions about teaching and preparation for certification. (Three credits.)

EDUC 101. Practicum I: Classroom Observation. Students will use observation skills taught in classroom sessions to observe teaching strategies and techniques, classroom environment, and students' learning styles in diverse educational settings. Requirements include regular participation and a daily reflective journal. (One credit.)

EDUC 210. Characteristics of Exceptional & Diverse Learners. A survey of the characteristics and special educational needs of disabled, gifted, and diverse learners. Significant individual differences are introduced and discussed as they apply to each area examined. The problems of identifying, educating, and treating exceptional children are considered. Prerequisite: sophomore standing. (Three credits.)

EDUC 215. Language & Learning in Diverse Communities. A survey of the various ways learners enact literacy and demonstrate learning in relationship to their positioning ac-

cording to race, gender, social class, and region. Through reading and reflective activities, students unpack the processes by which we learn to enact literacy in diverse ways across cultural and institutional contexts, including the school. Students will consider educational literature that justifies and illustrates culturally relevant pedagogy. Prerequisite: Sophomore standing. (Three credits.)

EDUC 220. Reading, Writing and Teaching Children's Literature. A study of the objectives, content, and methods of teaching literature in the elementary school. Required laboratory experiences including reading aloud, book talks and literature discussions. Prerequisites: Sophomore standing. (Three credits.)

EDUC 250. Special Topics. (One to three credits.)

EDUC 274. Reading, Writing and Teaching Multicultural Children's Literature. This three week summer off-campus course at the University of Reading, England, exposes candidates to multicultural children's literature. The course teaches critical approaches to reading, teaching, researching and writing children's literature at the Reading and Language Information Centre. The Centre, RALIC, houses the largest national collection of in-print books for children, and stresses a commitment to racial and gender equity. Candidates also visit British schools and publishers. (Three credits.) (Also ENGL 274.)

EDUC 299. Independent/Group Study. Individual or small-group study of special topics in educational studies under the guidance of an instructor. Prerequisite: Approval of the department chair. (One to three credits.)

EDUC 399. Independent/Group Study. Individual or small-group study of special topics in educational studies under the guidance of an instructor. Prerequisite: Approval of the department chair. (One to three credits.)

EDUC 499. Independent/Group Study. Individual or small-group study of special topics in educational studies under the guidance of an instructor. Prerequisite: Approval of the department chair. (One to three credits.)

Formal admission to the Teacher Education Program is required to enroll in TEDP courses. Admission criteria include, in part, a passing score on the Basic Skills Exam administered by the Illinois Certification Testing System; a 2.5 cumulative Monmouth College GPA; completion of EDUC 100 & 101 with a grade of C or better; and completion of the application process.

TEDP 200. Principles & Strategies of Teaching. An investigation of K-12 curriculum including writing objectives, standards alignment, lesson planning, methods of instruction, resources and materials, evaluation and assessment, classroom management, and professional growth. Microteachings are required in the classroom. Providing a foundation for successful practicum and clinical experiences is a primary course objective. (Three credits.)

TEDP 201. Practicum II: Curriculum & Instruction. The purpose of this practicum is to place teacher education candidates in classrooms where they will be involved directly in the teaching-learning process. Candidates will observe teaching strategies and techniques, classroom environment, and students' learning styles. They will also assist teachers in related educational activities including tutoring individual students and/or small groups of students. Requirements include documentation of regular participation and a daily reflective journal. (One credit.)

TEDP 202. Integration of Educational Technology. An introduction to the integration of technology in classrooms. Candidates will be responsible for creating educational projects involving Electronic Gradebook, Word, Excel, PrintShop, Software Evaluation, Scanner, Internet, Web Page Evaluation, Web Page Design, Inspiration, and PowerPoint. (Two credits.)

TEDP 299. Individual/Group Study. Individual or small-group study of special topics in teacher education under the guidance of an instructor. Prerequisite: Approval of the department chair. (One to three credits.)

TEDP 300. Educational Theories of Learning. An exploration of the contributions of cognitive, behavioristic, developmental, and humanistic psychology to educational practice. Emphasizes learning theory and the dynamic tension between teacher, learner and content in education. Theories and applications will be critically examined. The relationship between learning theories and transformative and reflective pedagogies will be emphasized. Prerequisite: TEDP 200 & 201. (Three credits.)

TEDP 301. Practicum III: Instruction. The purpose of this practicum is to place teacher education candidates in classrooms where they will be involved directly in the teaching-learning process. In addition to activities such as assisting teachers in related educational activities including tutoring individual students and/or small groups of students, candidates will plan and present a series of lessons intended for the whole class. Lesson plans must be prepared in advance using the Monmouth College Lesson Plan Template and are subject to the approval of the cooperating teacher. Requirements include documentation of regular participation, submission of required lesson plans, and a daily reflective journal. Prerequisite: TEDP 200 & 201. (One credit.)

TEDP 350. Adolescent & Young Adult Literacy. A study of the theories, practices, and techniques of teaching reading, writing, speaking, and listening at the middle and secondary level. Prerequisites: TEDP 200 & 201. (Three credits.)

TEDP 351. Adolescent Psychology. A study of the developmental characteristics typical of young adolescents. Biological, cognitive and social needs of these young students are studied to aid classroom teachers in understanding classroom dynamics. Prerequisites: TEDP 200 & 201. (Three credits.)

TEDP 352. Middle Level Principles & Strategies of Teaching. A study of the history of the middle school movement, research associated with middle grades instruction and institutional settings, and research into the needs and attributes of middle grades students. Candidates will recognize how various instructional, interpersonal, and institutional elements can work together to inform the complicated, yet exciting, dynamics of the middle grades classroom. Candidates will develop integrated curricula and explore instructional techniques which emphasize relevance and responsibility. Prerequisites: TEDP 200 & 201. (Three credits.)

TEDP 360. Literacy I: Foundations & Content-Area Reading. Introduction to developmentally appropriate foundations, methods, theories, and practices for teaching and assessing reading, writing, speaking, and listening in elementary classrooms, adapting these methods to meet the individual needs of diverse groups of children, and applying these methods in content area reading in a classroom. (Three credits.)

TEDP 361. Literacy II: Instruction, Assessment, & Support. Methods and content for assessing and instructional procedures for diagnosing and correcting the reading and writing difficulties of elementary children in the regular classroom setting. (Three credits.)

TEDP 362. Elementary Mathematics Curriculum & Instruction. This course presents various approaches to plan and implement effective mathematics instruction in grades K-8. An inquiry-based program is employed as a means of providing appropriate mathematical learning experiences in the classroom. Prerequisites: TEDP 200 & 201. (Two credits.)

TEDP 363. Elementary Music Curriculum & Instruction. This course presents various approaches to plan and implement effective music instruction in grades K-8. An inquiry-based program is employed as a means of providing appropriate musical learning experiences in the classroom with emphasis on singing and

functional piano technique. Offered in alternate years. Prerequisites: MUSI 122, TEDP 200 & 201. (Two credits.)

TEDP 364. Elementary Physical Education Curriculum & Instruction. This course presents various approaches to plan and implement effective physical education instruction in grades K-8. An inquiry-based program is employed as a means of providing appropriate physical education learning experiences in the classroom with emphasis on motor development principles as they relate to specific program content. Prerequisites: TEDP 200 & 201. (Three credits.)

TEDP 365. Elementary Science Curriculum & Instruction. This course presents various approaches to plan and implement effective science instruction in grades K-8. An inquiry-based program is employed as a means of providing appropriate science learning experiences in the classroom. Content from life, physical and earth/space science will be experienced through a wide range of hands-on, process-oriented activities selected from exemplary resource programs for K-8 science instruction. Prerequisites: TEDP 200 & 201. (Two credits.)

TEDP 366. Elementary Social Science Curriculum & Instruction. This course presents various approaches to plan and implement effective social studies instruction in grades K-8. An inquiry-based program is employed as a means of providing appropriate physical education learning experiences in the classroom with emphasis on curriculum, varied and grade-appropriate materials. Prerequisites: TEDP 200 & 201. (Two credits.)

TEDP 367. Elementary Visual Arts Curriculum & Instruction. This course presents various approaches to plan and implement effective visual arts instruction in grades K-8. An inquiry-based program is employed as a means of providing appropriate visual arts learning experiences in the classroom. A portfolio of lesson plans and artifacts will be created. Prerequisites: TEDP 200 & 201. (Three credits.)

TEDP 370. Secondary Drama/Theatre Curriculum & Instruction. A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school drama/theatre programs. Applying theory and research from theatre arts education to the planning and implementing of instruction is stressed. Prerequisite: TEDP 200 & 201. (Three credits.)

TEDP 371. Secondary English Curriculum & Instruction. A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school English programs. Applying theory and research from English education to the planning and implementing of instruction is stressed. Prerequisite: TEDP 200 & 201. (Three credits.)

TEDP 372. Secondary Mathematics Curriculum & Instruction. A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school mathematics programs. Applying theory and research from mathematics education to the planning and implementing of instruction is stressed. Prerequisite: TEDP 200 & 201. (Three credits.)

TEDP 373. Secondary Instrumental Music Curriculum & Instruction. A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school instrumental music programs. Applying theory and research from instrumental music education to the planning and implementing of instruction is stressed. Prerequisite: TEDP 200 & 201. (Two credits.)

TEDP 374. Secondary Physical Education Curriculum & Instruction. A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school physical education programs. Applying theory and research from physical education to the planning and implementing of instruction is stressed. Prerequisite: TEDP 200 & 201. (Three credits.)

TEDP 375. Secondary Science Curriculum & Instruction. A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school science programs. Applying theory and research from science education to the planning and implementing of instruction is stressed. Prerequisite: TEDP 200 & 201. (Three credits.)

TEDP 376. Secondary Social Science Curriculum & Instruction. A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school social science programs. Applying theory and research from social science education to the planning and implementing of instruction is stressed. Prerequisite: TEDP 200 & 201. (Three credits.)

TEDP 377. Secondary Visual Arts Curriculum & Instruction. A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school visual arts programs. Applying theory and research from visual arts education to the planning and implementing of instruction is stressed. Prerequisite: TEDP 200 & 201. (Three credits.)

TEDP 378. Foreign Language Curriculum & Instruction. A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school foreign language programs. Applying theory and research from foreign language education to the planning and implementing of instruction is stressed. Prerequisite: TEDP 200 & 201. (Three credits.)

TEDP 379. Health Education Curriculum & Instruction. A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school Health Education programs. Applying theory and research from Health education to the planning and implementing of instruction is stressed. Prerequisite: TEDP 200 & 201. (Three credits.)

TEDP 383. Secondary Vocal Music Curriculum & Instruction. A study of the curriculum, teaching methods, and instructional materials pertinent to secondary school vocal music programs. Applying theory and research from vocal music education to the planning and implementing of instruction is stressed. Prerequisite: TEDP 200 & 201. (Two credits.)

TEDP 399. Individual/Group Study. Individual or small-group study of special topics in teacher education under the guidance of an instructor. Prerequisite: Approval of the department chair. (One to three credits.)

Formal admission to student teaching is required to enroll in TEDP 400, 401 & 402. Admission criteria include, in part, a passing score on the content exam administered by the Illinois Certification Testing System; a 2.75 cumulative Monmouth College GPA; a 2.75 cumulative GPA in the major/content-area; a 2.75 cumulative GPA in educational foundations courses; and completion of the application process.

TEDP 400. Student Teaching Practicum. An extensive and intensive opportunity for the candidate to demonstrate proficiencies in the professional role for which he/she is preparing. Through the placement process conducted by the Coordinator of Field Experiences, the candidate is assigned a 70/76 day clinical experience appropriate to the certificate sought. The candidate interacts daily with one or more cooperating teachers and regularly with a college supervisor and other student teachers. Multiple assessments are used to document the candidate's growth and development during this clinical experience. Prerequisite: Admission to Monmouth College Student Teaching; (Eight credits.)

TEDP 401. Student Teaching Seminar. An extensive and intensive weekly opportunity for candidates to interact with faculty and college supervisors to reflect upon clinical experiences. Each candidate creates a developmental portfolio that documents the knowledge and performances associated with the Illinois Professional Teaching Standards. Prerequisite: Admission to Monmouth College Student Teaching. (Three credits.)

TEDP 402. Student Teaching Analysis. An examination and analysis of the candidate's involvement during the clinical experience reflecting upon what he/she has learned, the impact he/she has had on student learning, and the personal growth and development he/she has experienced. Topics may include preparation for instruction, teaching effectiveness, classroom management, student and faculty relationships, and personal and professional thoughts about teaching as a career. The candidate will draw conclusions about his/her overall readiness to enter the profession. Prerequisite: Admission to Monmouth College Student Teaching. (One credit.)

Formal admission to the Associated Colleges of the Midwest's Urban Education Program (UEP) is required to enroll in TEDP 410-420 courses. These courses are taught in conjunction with the residential program delivered in Chicago, Illinois.

TEDP 410. UEP Student Teaching Practicum. A candidate may elect to complete a clinical experience through the Chicago-based Urban Education Program of the Associated Colleges of the Midwest. This clinical experience provides an extensive and intensive opportunity for the candidate to demonstrate proficiencies in the professional role for which he/she is preparing. Through the placement process conducted by the UEP Coordinator of Field Experiences, the candidate is assigned a 70-76 day clinical experience appropriate to the certificate sought. The candidate interacts daily with one or more cooperating teachers and regularly with a college supervisor and other student teachers. Multiple assessments are used to document the candidate's growth and development during this clinical experience. Prerequisite: Admission to Monmouth College Student Teaching. (Eight credits.)

TEDP 411. UEP Student Teaching Seminar. Candidates who elect to complete a clinical experience through the Chicago-based Urban Education Program of the Associated Colleges of the Midwest participate in the UEP Student Teaching Seminar. This seminar provides extensive and intensive opportunities for candidates to interact with college supervisors to reflect upon clinical experiences. Each candidate creates a developmental portfolio that documents the knowledge and performances associated with the Illinois Professional Teaching Standards. Prerequisite: Admission to Monmouth College Student Teaching. (Three credits.)

TEDP 412. UEP Student Teaching Analysis. Candidates who elect to complete a clinical experience through the Chicago-based Urban Education Program of the Associated Colleges of the Midwest participate in the UEP Student Teaching Analysis. This analysis consists of an examination of the candidate's involvement during the clinical experience reflecting upon what he/she has learned, the impact he/she has had on student learning, and the personal growth and development he/she has experienced. Topics may include preparation for instruction, teaching effectiveness, classroom management, student and faculty relationships, and personal and professional thoughts about teaching as a career. The candidate will draw conclusions about his/her overall readiness to enter the profession. Prerequisite: Admission to Monmouth College Student Teaching. (One credit.)

TEDP 413. UEP Dimensions of Multicultural & Global Awareness. An exploration into the meaning of cultural identification and its impact on learning. Students participate in a series of workshops dealing with the histories and differences in cultural characteristics of specific groups of people from around the world and investigate a number of Chicago's ethnic neighborhoods with the assistance of knowledgeable resource persons. Topics include the development of culture consciousness, effects of culture on teaching and learning, working with English language learners, skills and tools of cultural analysis, comparison of immigrant and American mainstream cultural patterns and values and current world issues and their relationship to cultural understanding. (Three credits.)

TEDP 414. UEP Foundations of Bilingual Education. Examination of the rationale, history and issues surrounding bilingual education, along with issues of first and second language acquisition as related to bilingual education. Topics studied include legal, historical and social perspectives of bilingual education; principles of language development in the bilingual child; models of bilingual programs; US minority cultures and the bilingual classroom; bilingual learners in relationship to mainstream classrooms. Supervised field experience required. (Three credits.)

TEDP 415. UEP Theoretical Foundations of Teaching English as a Second Language. Investigation of the impact of sociological, psychological and cultural phenomena on language learning. Topics include hypotheses of first and second language acquisition, differences between children and adults in second language acquisition and an examination of socio-cultural, linguistic and psycho-educational variables that affect language learning and school performance. Supervised field experience required. (Three credits.)

TEDP 416. UEP Assessment: Oral & Literacy Skills Development of Bilingual/ ESL Students. An introduction to assessment instruments and procedures used in bilingual and ESL programs. A study of the basic tenets of testing and assessment, including review, evaluation and administration of various testing instruments; examination of techniques of whole language evaluation and informal and alternative assessments. Supervised field experience required. (Three credits.)

TEDP 417. UEP Linguistics. An overview of the nature of language, including the structure of language (sounds, words, sentences, meanings), variation across speakers and cultures, language change, bilingualism, signed languages, and educational implications. (Three credits.)

TEDP 418. UEP Methods & Materials for Teaching English as a Second Language. An introduction to the Teaching of English as a Second Language (ESL). Survey of methods and materials that address reading, writing, listening and speaking skills for elementary, secondary and adult learners in ESL settings. Applications are made within language and content area instruction. Topics include an historical overview of ESL techniques, Total Physical Response, storytelling, the role of grammar, teaching pronunciation and the use of journals. Supervised field experience required. (Three credits.)

TEDP 419. UEP Methods & Materials for Teaching in Bilingual Programs. An introduction to the Teaching in Bilingual Programs. Survey of methods and materials that address reading, writing, listening and speaking skills for elementary, secondary and adult learners in educational settings. Applications are made within language and content area instruction. Topics include an historical overview of bilingual techniques, Total Physical Response, storytelling, the role of grammar, teaching pronunciation and the use of journals. Supervised field experience required. (Three credits.)

TEDP 420. UEP Bilingual/English as a Second Language Practicum. All students complete this required 100 hours of supervised field internship working as a teacher aide in an urban bilingual or ESL classroom. Students work closely with cooperating teachers to plan and implement instruction, tutor students, assist the teacher with various classroom tasks, and lead selected student activities. (Three credits.)

ENGLISH

Craig Watson, Professor, Chair
Sarojini Ambrose, Lecturer
Marlo Belschner, Assistant Professor
Mary Bruce, Professor
Robert Hale, Associate Professor
Steve Price, Assistant Professor, Communication Across the Curriculum Coordinator
Kevin Roberts, Lecturer
Erika Solberg, Lecturer
Mark Willhardt, Associate Professor

■ **English Major.** The English major requires at least 11 courses: ENGL 200; 220; 221; 224; 225; 361 or 362; 400; plus four additional courses which might substantially follow one of these three tracks or reflect a combination of them:

• Literature: ENGL 240; 260; 343; 347; 348; 349; plus 250 and 350 as offered.

• Teaching: ENGL 201; 314.

• Writing: ENGL 210; 299; 301; 310.

In addition, all English majors are required to submit in the senior year a completed English studies portfolio (see departmental Web site for description).

The English senior seminar (ENGL 400) is the culminating experience for majors, whose candidacy for departmental honors is based upon their GPA in the major and their performance in the seminar.

■ **English Minor.** A minor in English consists of at least six courses: ENGL 220 or 221; 224 or 225; 361 or 362; and three other courses at the 200 or 300 level. (Students whose major is Elementary Education and who wish to minor in English must take ENGL 201.)

■ **Teacher Certification.** Those students seeking secondary certification are required to complete the course work for a major in English and must include ENGL 201. ENGL 110 may be counted toward the 32-semester-hour certification requirement in the field. The additional requirements for certification are cited in the Education Department section and must include ENGL 430. A second teaching area in speech is also recommended.

ENGL 110G. Composition and Argument. A writing and reading course designed to help students analyze and evaluate what they read, recognize and use a variety of rhetorical modes and argumentative strategies, improve their critical thinking skills, and arrange their thoughts into well-organized, concise, thesis-focused essays. (Four credits.)

ENGL 126. Print Media: Workshops. An introduction to the print media, covering the basic elements of journalism. Students will participate as staff reporters on the Courier, the college's student newspaper. Open to all students. May be repeated for credit. (Also CATA 125.) CR/NC. (One credit.)

ENGL 180G. Introduction to Literature: Special Topics. A general literature course for non-majors, ENGL 180 seeks to encourage lifelong reading through appreciation of literary language and form. The course will emphasize examination and comparison of literary genres, structure and form in fiction and poetry, and New Critical analysis (point of view, plot, setting, characterization, diction, imagery, metaphor and symbol, theme, etc.). In addition, the course will place a particular topic or sub-genre in the context of pertinent historical and cultural settings, while examining categorical assumptions about "popular" and "serious" literary treatments. Suggested titles include: "Mystery, Magic and Monsters: Sensation Literature in the Nineteenth Century," "Love in the Western World," "Futurist Fictions," "Paddle My Own Canoe: 19th-Century American Spinster Writers," "Masterpieces of World Literature," etc. Satisfies *Beauty and Meaning in Works of Art* (Appreciation) component. Prerequisite: ENGL 110. May be repeated wth consent of instructor only.

ENGL 200. Introduction to English Studies. A gateway to the English major, this course

is designed to introduce majors to the broad range of scholarship and practice within the discipline of English. Included will be emphasis upon close reading and research skills, as well as overviews of the history of the discipline, creative writing, literary criticism and theory, and vocational paths. Prerequisite: ENGL 110.

ENGL 201. Grammar. A course that gives students practice in fundamental English grammar. Emphasizes basic skills, not theory. (Three credits.)

ENGL 210G. Creative Writing. Practice in the writing and critical analysis of imaginative literary forms, especially poetry and fiction. Prerequisite: ENGL 110. (Three credits.)

ENGL 220. British Survey I. A historical survey emphasizing literary and cultural developments in English literature from the Medieval through the Neoclassical periods. Prerequisite: ENGL 110. (Three credits.)

ENGL 221. British Survey II. A historical survey emphasizing literary and cultural developments in English literature from the Romantic through the Modern periods. Prerequisite: ENGL 110. (Three credits.)

ENGL 224. American Survey I. One of two introductory surveys in American literature emphasizing literary movements, and cultural and historical developments in the literature of the United States. Readings will include: native American creation myths; explorer narratives; poetry, fiction, and non-fiction from such writers as Bradstreet, Cotton Mather, Edwards, Franklin, Cooper, Emerson, Thoreau, Hawthorne, Poe, Melville, Whitman, and Dickinson. Prerequisite: ENGL 110. (Three credits.)

ENGL 225. American Survey II. An introductory survey focusing on poetry and fiction written after the Civil War and before American involvement in the Second World War. Included are works from such writers as Jewett, Wharton, Twain, James, Kate Chopin, Crane, Pound, Robinson, Frost, Anderson, Stevens, Eliot, Fitzgerald, Hemingway, and Faulkner. Emphasis on literary, cultural, and historical movements. The course is a continuation of English 224, but may be taken alone and without regard to sequence. Prerequisite: ENGL 110. (Three credits.)

ENGL 226. Print Media: Advanced Workshops. A continuation of ENGL 126 with advanced journalism work and individual study with the instructor. Prerequisite: ENGL 126 or consent of the instructor. May be repeated for credit. (Also CATA 225.) (Two credits.)

ENGL 240G. Russian Literature of the 19th Century. An introductory survey of 19th-century Russian literature in translation. Emphasis is on outstanding works of the period in their cultural and historical contexts. Includes works by such writers as Pushkin, Lermontov, Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. Prerequisite: ENGL 110. (Three credits.)

ENGL 250. Special Topics. May be repeated for credit. (Three credits.)

ENGL 260. The Literature of Feminism. A study of the evolution of feminist thought and its collective definition as it has been imaginatively translated from experience into art by several generations of literary women. Prerequisite: ENGL 110. (Three credits.)

ENGL 274. Reading, Writing and Teaching Multicultural Children's Literature. This three week off campus course at the University of Reading, England exposes students to fine, multicultural children's literature. The course teaches critical approaches to reading, teaching, researching and writing children's literature at the Reading and Language Information Centre. The Centre, RALIC, houses the largest national collection of in-print books for children and stresses a commitment to racial and gender equality. Students also visit British schools and publishers. (Also EDUC 274.) (Three credits.)

ENGL 299. Writing Fellows. An introduction

to the tutoring process, as well as basic pedagogical and developmental strategies for teaching writing. Course requirements will include readings in composition/tutoring theory and practice as well as tutoring in the Teaching and Learning Center (TLC). Enrollment through nomination and recommendation only. Prerequisite: ENGL 110. (Two credits.)

ENGL 301. Advanced Composition. A study of rhetorical strategies and their application to assignments in journalism, scientific writing, and essay writing. Open to Juniors and Seniors or by consent of the instructor. May be repeated for credit. Prerequisite: ENGL 110. (Three credits.)

ENGL 310. Advanced Creative Writing. Students write intensively in fiction or poetry, individually selecting their subject matter throughout the course. Students sharpen their critical skills by evaluating one another's work and by investigating contemporary writing and publishing. Prerequisite: ENGL 210 or consent of the instructor. (Three credits.)

ENGL 314. History of the English Language. A study of the development of the English language with some attention to its internal history—sounds and inflection—as well as to its external history—political, social, and intellectual movements and forces that have affected the development of the language. Offered in alternate years. Prerequisite: ENGL 110. (Three credits.)

ENGL 343. 20th-Century British Literature. Studies in various British authors of the 20th century. Recent course offerings have included "Yeats and Eliot," "20th Century Literary Movements," and "Modernism." May be repeated for credit with different topics. Prerequisite: ENGL 110. Recommended: ENGL 221. (Three credits.)

ENGL 347. Genre Studies in American Literature. An upper-division course in American poetry, fiction, or drama. Emphasis is on study of characteristics shared by a distinct type and on examination of individual illustrations of type. Recent course offerings have included "Modern American Poetry," "The Contemporary American Novel," "Modern American Drama," and "African American Autobiography and Fiction"; henceforth, "Introduction to Literary Theory" will be offered periodically. May be repeated for credit with different topics. Prerequisite: ENGL 110. Recommended: American literature survey (224 or 225) pertinent to the course topic and title. (Three credits.)

ENGL 348. English Novel. An upper-division course that will focus on some aspect of the history of the English novel (18th, 19th, 20th century), some type of novel (e.g., the comic novel), some group of writers (e.g., women writers, Murdoch and Powell), or a single author (e.g., Dickens). Recent course offerings have included: "The Comic Novel," "Modern British Novel," "19th Century Women Novelists," and "The Victorian Novel." May be repeated for credit with different topics. Prerequisite: ENGL 110. Recommended: ENGL 221. (Three credits.)

ENGL 349. Topics in American Literature. An upper-division course concentrating on a particular period, movement, or author in American literature. Recent course offerings have included: "Hawthorne and Melville," "The Gilded Age," and "American Literature between the World Wars." May be repeated for credit with different topics. Prerequisite: ENGL 110. Recommended: American literature survey (224 or 225) pertinent to the course topic and title. (Three credits.)

ENGL 350. Special Topics in Literature and Related Areas. A course permitting the investigation of narrowly defined literary issues, types, modes, and extra literary influences. Prerequisite: ENGL 110. Recommended: English or American literature survey (220, 221, 224, 225) pertinent to the course topic and title. Recent offerings have included: "Chaucer," "Romantic Poetry," and "18th-Century Literature and the Arts." May be repeated for credit. (Three credits.)

ENGL 361. Shakespeare I: Comedies and History Plays. Studies in the comedies and the history plays. Prerequisite: ENGL 110. Recommended: ENGL 220. (Three credits.)

ENGL 362. Shakespeare II: Tragedies and Romances. Studies in the tragedies and romances. Prerequisite: ENGL 110. Recommended: ENGL 220. (Three credits.)

ENGL 400. Senior Seminar. An intensive study of key literary periods and subjects. Recent seminars have focused upon: "Literature of the American South," "New England Women Writers of the Late 19th Century," "Revolutionary Books," "The American Expatriate Experience in Literature" and "Arthurian Literature." Required of all senior English majors. Offered second semester. (Three credits.)

ENGL 420. Independent Study. Students arrange independent study projects with individual instructors. May be repeated for credit. (Three credits.)

ENGL 490. Directed Study in English. An experience designed to allow the student to use writing, editorial and professional skills developed during the major by working on departmental publications or external internships. The course will help prepare the student for employment in various English-related fields. Prerequisite: prior approval of the department. May be repeated for credit. (One to three credits.)

ENVIRONMENTAL SCIENCE

Kenneth L. Cramer, Professor, Coordinator
Kevin Baldwin, Associate Professor

ENVIRONMENTAL SCIENCE MAJOR

The Environmental Science student chooses from one of two concentrations, science or policy. Each concentration has the same core requirements listed below plus additional requirements for each concentration. Students in either concentration are not precluded from taking additional courses in the other concentration. Also, a number of electives are available for each concentration; none of these are required.

Required Core Courses (33 credits.)

ENVI 103	Introduction to Environmental Science
BIOL 111	Zoology
BIOL 112	Botany
BIOL 307	Ecology
CHEM 130	Organic Chemistry I
CHEM 140	General Chemistry
ECON 200	Principles of Economics
POLS 101, 103, or 200	Intro, American, or Comparative
SOCI 343	Sociology of Development

***Science* concentration required courses** (17 credits, plus research.)

CHEM 220/225	Analytical Chemistry with Lab
ENVI 218	Hydrogeology
MATH 207	Statistics for the Sciences
MATH 151	Calculus

Senior Research in BIOL, CHEM, or PHYS

Suggested Science Electives (not required)

BIOL 201	Field Botany
BIOL 222 and 322	Intro to Research I and II
BIOL 315	Field Zoology
CHEM 230	Organic II
MATH 152	Calculus II
PHYS 130	Physics I
PHYS 132	Physics II

***Policy* Concentration** (13 credits + research.)

ECON 380	Environmental Economics
POLS 375	Environmental Politics
MATH 106 or 207	Elementary Statistics or Statistics for the Sciences
CATA 335	Argumentation

Senior Research in department of choice

Suggested Policy Electives (not required)

CATA 233	Advanced Public Speaking
CATA 235	Small Group Communication
CATA 339	Persuasion
ECON 310	Regulation and Legislation
ECON 340	Economics and Law
ECON 370	Public Finance
POLS 311	Parties and Elections
SOCI 102	Social Problems
SOCI 345	Social Inequality
PHIL 310	Environmental Ethics

ENVI 103. Introduction to Environmental Science. The course is an introduction to the scope, magnitude, and diversity of environmental issues approached by scientists and policy-makers. An interdisciplinary approach to solving environmental problems is emphasized by providing a scientific, social, and political understanding of the issues. Laboratory sessions include field trips to study human impacts on our environment and group projects and discussion aimed at critical analysis of current environmental topics. (Three credits.)

ENVI 218. Applied Hydrogeology. An applied approach to the analysis of the hydrologic cycle with an emphasis on the physical properties, transport, use and contamination of surface water and groundwater. Includes laboratory and field experiences. Prerequisite: MATH 141, or consent of instructor. (Four credits.)

GENERAL INFORMATION

1. Emphasis of the Program

The aim of the Environmental Science major is to give students a solid foundation in the natural sciences (including mathematics) and social sciences that pertain to environmental issues and problems. Students choose from one of two concentrations, policy or science, depending on their goals. Several of the courses (Hydrogeology, Environmental Economics, Environmental Politics) were designed specifically for the program. Additionally, all participants in the program are required to complete an independent research project in a department of their choice.

Although not all students choosing to major in Environmental Science are necessarily interested in pursuing scientific careers, all should have a firm foundation in the sciences that pertain to environmental concerns. They can thus be more effective lawyers, politicians, advocates, etc. (if those are careers they aspire to) than if they lacked training in the sciences. They will be able to talk with biologists, chemists, and geologists more intelligently than those who do not have a firm grounding in these areas. Likewise, students interested in science-oriented careers in the environment need the perspective and context provided by the social science courses in the major. The social implications of environmental issues cannot be ignored, and the solutions to environmental problems are increasingly economically and politically charged.

2. Equipment/Facilities

Because the program is interdisciplinary, it makes use of classrooms, labs, etc. throughout the campus. However, two laboratories in the Haldeman-Thiessen Science Center have been designated specifically as Environmental Science rooms; one of the labs is reserved for Seniors in the program doing independent research.

The sciences at Monmouth have a tradition of intensive hands-on laboratory work, and the college is quite well equipped to support the natural science component of the major.

The college maintains an **Ecological Field Station** on the banks of the Mississippi River, about 30 minutes from campus. Two boats, both with 20-hp motors, are stored at the station for use in aquatic work on the Mississippi or on local lakes. The location of the station gives us easy access to the river and to a variety of terrestrial environments (e.g., deciduous forest, conifer plantations, agricultural). A variety of field sampling and collecting gear is stored at the station, including live-capture traps for birds and mammals and new instrumentation for water analysis.

Newly acquired property within a 15-minute walk of campus dedicated as the **LeSuer Nature Preserve** is also used for field studies, course projects, and senior research. Several acres are being restored to native prairie and a large stream bisects the area. Riparian and flood plain forest also offer abundant opportunities for research in the expanding field of ecological restoration.

The college also maintains a small, fresh-water pond and a one-acre native prairie plot for field projects. More information on these areas can be found under the BIOLOGY department heading in this catalog.

3. Career Opportunities

The Environmental Science major is intended to give students a broad yet firm foundation that can be used as a springboard into graduate/professional school or employment. The environmental field is extremely broad, ranging from environmental chemistry to wildlife management to environmental engineering to environmental law. The major is solid but it cannot prepare all students equally well for all careers. For example, if a student is interested in environmental geology, the program will not serve him/her that well because there will be no geology courses (other than hydrogeology) to back it up. On the other hand, the program would prepare a student well for further study or work in other areas (for example, environmental chemistry). Therefore, we think it is important for students as soon as possible to attempt to define their interests in the environment. What is it they hope to do? environmental

monitoring? toxicology? engineering? natural resource management? advocacy? law? politics? Do they hope to go directly into employment? or into graduate/professional school? Depending on the students' specific interests, they can appropriately plan their elective course work and plan to do research and/or internships along the lines of their interests.

4. Off-Campus Programs and Field Trips

ACM Tropical Field Research program—a spring semester program in Costa Rica. A month-long orientation prepares students through intensive language training and review of field methodology. Thereafter, students can conduct research in a diversity of Costa Rica's ecological zones.

ACM Tanzania program in Human Evolution and Ecology – a fall semester program in Tanzania. Students spend several weeks at the University in Dar es Salaam learning language and taking courses in human evolution and ecology. They then move to field camps in the Serengeti or near Laetoli depending on their area of interest.

Numerous work/research internships involving environmental problems are available on a competitive basis.

Field-oriented courses at Monmouth College (e.g., Ecology, Field Botany) make frequent use of the Ecological Field Station, LeSuer Nature Preserve, the Spring Grove Prairie and other local settings. There are also occasional weekend trips to such places as Indiana Dunes National Lakeshore and Horicon National Wildlife Refuge.

HISTORY

Stacy A. Cordery, Professor, Chair;
Curator, College Archives
Daniel Barclay, Visiting Assistant Professor
Tom Best, Lecturer
Simon Cordery, Associate Professor
Amy De Farias, Assistant Professor
Thomas J. Sienkewicz, Professor
David Suda, Professor
William L. Urban, Professor

History Major. A major in History consists of the western civilization sequence (101, 102, 103), at least one (three credit hour) course in American and in non-Western history, HIST 300 (the "capstone" course of the department), and twelve additional credit hours in history. Majors who wish to be candidates to graduate with departmental honors must take HIST 420. History majors are encouraged to participate in an off-campus program.

History Minor. A minor in History consists of fifteen credit hours, including two courses from the western civilization sequence, and one course each in United States, European and non-Western, or HIST 300.

Teacher Certification. History majors preparing to teach at the secondary level are required to complete the major cited above and to include HIST 111 and 112, at least one junior-level course in United States history, and three courses in world history. The State of Illinois requires a minimum of 32 hours of history. Students who plan to teach are advised to complete a minor in another department so they will be prepared to teach in more than one area. The additional requirements for certification are described in the Education Department section of the catalog and must include EDUC 341.

HIST 101. Western Civilization I. The Ancient World to the Renaissance. A survey of the ancient middle east, classical Greece and Rome, the early Christians, the Middle Ages and the Renaissance, during which time were formed many of the institutions and ideas that characterize European civilization. Emphasis on geography, political and religious systems, and social change.

HIST 102. Western Civilization II. From the Reformation to 1848. A survey of the Renaissance and the Reformation, the Counter-Reformation, the Age of Science, the Enlightenment, and the Revolutionary Era. Emphasis on geography, new concepts in religion, science and philosophy, and the development of the modern state.

HIST 103. Western Civilization III. 1848 to Present. A survey from the formation of the modern nation-states to the present, from the beginnings of modern colonialism to the post-colonial era. Emphasis on economic and cultural change, new political systems, and the creation of the world we know today.

HIST 105. History Through Movies. This one-hour course explores how a particular theme or issue that has been represented in popular mainstream movies. The course will meet one evening a week for ten weeks for a short lecture on the movie, to view the movie, and to discuss it. The course may be repeated once, when the topic is changed. (One credit.)

HIST 110G. American History 1492-1750. An investigation of the reasons why early modern Europeans undertook what became the conquest of the Americas, how the Spanish, French, and English interacted with the Native Americans they encountered, the different systems of slavery and the experiences of later immigrant groups. Uses extensive audio-visual materials. (Three credits.)

HIST 111G. United States History 1750-1900. A study of the main political, social, cultural, and economic developments in the late Colonial, early national, Civil War, and industrial eras until 1900. (Three credits.)

HIST 112G. United States History 1900-Present. A study of political and social movements in the United States from 1900 to the present. (Three credits.)

HIST 121. Latin American History I. Survey of Latin America History from pre-Columbian times through the Revolutionary era.

HIST 122. Latin American History II. Survey of Latin American History from the Revolutionary era to today.

HIST 190. Introduction to Archival Work. A work experience in the college archives. How to handle materials, catalog them, and locate them for individuals and class use. Consent of instructor required. (One credit.)

HIST 200. History of Illinois. This course provides an overview of the history of the State of Illinois in a regional context. Major topics include Native American peoples and European colonization, agricultural settlement and the growth of cities, industrialization, immigration and migration, and political and social change after World War II. (One to three credits.)

HIST 202. Modern Japan. A study of the social, economic, and political development of modern Japan that emphasizes Japanese responses to problems posed by contacts with the West. (Also POLS 202.) (Three credits.)

HIST 211. History of Greece. A study of classical Greece and its contributions to world civilizations. Offered in alternate years. (Also CLAS 211.) (Three credits.)

HIST 212. History of Rome. An interpretation and evaluation of Roman civilization with special emphasis on the late Roman republic. Film lab. (Also CLAS 212.) (Three credits.)

HIST 240. Ancient Society: Topic. A close examination of a particular aspect of Graeco-Roman society with special attention to the ways in which the lives of ancient Greeks and Romans were different from those in the modern world. Each time it is offered, this course covers a different social topic, including the ancient family, athletics, education, political organization and theory, military life, utopias, etc. May be repeated for credit with different topics. (Also CLAS 240G.) (Three credits.)

HIST 250. Special Topics. (One to three credits.)

HIST 251. Special Topics (One credit.) (Credit/No credit). May be repeated once as topics change.

HIST 290. Practicum in Archival Work. Study in the theory and practice of archival work. Involves supervision of students in 190. Usually offered in the fall. Prerequisite: HIST 190. (One credit.)

HIST 300. Historiography Seminar. A research and historiography seminar required of all history majors. Should be taken in the Junior year. (Three credits.)

HIST 302. History of the Middle East. A study of the tensions between tradition and modernity in the area, with emphasis on Islamic movements. The history of Arabic, Turkic, and Iranian peoples; the period of Ottoman rule; the impact of Western imperialism; and Zionist nationalism are examined. Attention is given to Soviet-American activities in the area and their relation to the political dynamics of the region. (Also RELG 302.) (Three credits.)

HIST 303. History of India and South Asia. Emphasizes the Hindu and Muslim periods, the impact of British colonialism, twentieth-century nationalism, and the Partition and its aftermath. Particular attention is paid to the topics of ethnic and cultural diversity, and the means of imperial rule. (Three credits.)

HIST 304. History of Sub-Sahara Africa. A study of tensions between tradition and modernity with emphasis on Western imperialism,

Southern Africa, and the rise of African nationalism. (Three credits.)

HIST 305. History of Mexico. Survey of Mexican history from the Indian civilizations to the present with an emphasis on the evolution of society from the two cultures of the colonial period to the Mestizo culture of today. Film lab. (Three credits.)

HIST 306. The Enlightenment. A study of the literature, philosophy, art, and music of the period 1600-1800. (Three credits.)

HIST 307. Modernism and the Great War. Covers the period from c.1890 to 1939, focusing on the First World War as the defining event of the period. Emphasis is on the complementarity of social and political conditions, and cultural and intellectual concerns. (Three credits.)

HIST 308. 19th-Century Arts and Letters. An interdisciplinary study of Romanticism and Realism integrating art, music, literature, and philosophy. Offered in alternate years. (Three credits.)

HIST 309. Russian Cultural History. An overview of the cultural history of the former Soviet Union. Emphasizes the tension between the arts (literature, music, the visual arts, and cinema) and the political context of the Soviet Union. Topics include: pre-revolutionary developments, avant-garde modernism of the revolution and the 1920s, socialist realism, censorship and samizdat, emigre art and artists, glasnost, and the arts. (Three credits.)

HIST 313. History of American Education. A study of the evolution of the public schools and higher education emphasizing problems of the 20th century. Open only to Juniors and Seniors in the teacher education program. (Three credits.)

HIST 314. Civil War. A survey of the War Between the States, using documents of the government depository in the Hewes Library. Film lab. (Three credits.)

HIST 315. Wild West. A survey of the trans-Mississippi West from 1790 to 1890, using literature and materials from the government depository in the Hewes Library. Film lab. (Three credits.)

HIST 316. World War II. A survey of the world conflict emphasizing its watershed importance for modern times, especially its impact on United States society and America's view of its role in world politics. (Three credits.)

HIST 317. The History of Sports in the United States, 1800—present. A survey of the history of sports from amateur pasttimes to big business. The focus is on the cultural and social impact of sports in the United States from 1800 to the present, with a particular emphasis on the ways in which sports have changed and been changed by the cultural, social, technological, and economic transformations of the United States in the time period covered. (Three credits.)

HIST 319. History of the Contemporary World. Focusing on the aftermath of World War II and concluding with the fall of Communism in eastern Europe and the USSR, this course surveys the major political events and economic forcers of the last-half of the twentieth century. Topics covered include imperialism and decolonization, the Cold War, revolutions, and secularization. (Three credits.)

HIST 320. Independent Study. Reading supervised by instructors in more advanced areas not usually offered. Prerequisite: Consent of the instructor. (One to three credits.)

HIST 322. Medieval History. Topics in medieval life, politics, and culture. Covers Byzantine, Frankish, Viking, and late medieval civilizations. Extensive use of movies. (Three credits.)

HIST 323. The Renaissance and Reformation. A study of social and political life with

considerable attention to the cultural contributions of the period. Concentration on the Italian Renaissance, especially Florence. (Three credits.)

HIST 330. Biography and United States History. This class will study the lives of prominent individuals in United States social, cultural, and political history; critically analyze the history of biography; and investigate how history comes to be written by examining those who have been the subject of scholarly biographies and those who have not. Prerequisite: HIST 111G or HIST 112; or permission of instructor. Course may be repeated for credit as topics vary. (Three credits.)

HIST 335. Hitler, Stalin and The Totalitarian Era. A study of the principal tyrannies that have shaped the modern world; concentration on the Soviet Union, Nazi Germany, and People's Republic of China. (Three credits.)

HIST 340. The Vietnam Era. United States History in the era of the Vietnam War: military and political history, civil rights, and popular culture. Audio-visual materials and the government document collection emphasized. (Three credits.)

HIST 358. Family History and Genealogy. Social history of the United States from 1900, methods of genealogical research and writing. Students write their own family histories. (Three credits.)

HIST 370. Women in United States History. A survey of women's historical experiences in the United States from the American Revolution to the present, this course will examine the methodology of women's history, demonstrating its similarities with and important divergences from traditional approaches to the past. The course will examine women's history as both an integral part of United States history and as a unique subject of historical investigation. Prerequisite: Either HIST 111G or HIST 112, or permission of the instructor. (Three credits.)

HIST 390. Independent Practicum in Archival Work. Internship, usually involving experience working in an off-campus archive. Prerequisite: HIST 290. (One credit.)

HIST 420. Honors Project. An extensive research thesis on a topic selected by the student and the instructor. Prerequisites: HIST 300 and consent of the instructor. (Three credits.)

INTEGRATED STUDIES

A series of courses taken over four years that serves as the core component of Monmouth College's general education program.

INTG 101G. Introduction to Liberal Arts. A seminar required of all freshmen and taught by faculty from a number of different disciplines. Theme-related texts in the course raise basic questions about the variety of human experience, and about personal and shared values and goals. Students are expected to think critically about the issues raised, to participate in discussions, and to write papers on the works studied. (Four credits.)

INTG 2xxG. Global Perspectives. An investigation of communities, societies, political systems, and civilizations. Each course will highlight the influence and importance of cultural differences and ask the student to understand culture as a lens through which we view the world. (Three credits; taken sophomore year.)

INTG 201. Global Perspectives: World Impact of East Asian Science. A comparative study of the world impact of science from Western cultures, such as those of Europe and the United States, and Eastern cultures such as those of China, Korea, Malaysia, and Japan. Diverse approaches to science will be discussed, such as the relative importance of group versus individual achievement. These distinctions are rooted in cultural differences that manifest both locally and globally.

INTG 202. Global Perspectives: World Drama. A study of drama as a reflection of cultures and an insight into society. Drama has often been used to bolster political ends or to question government policies. This course will focus on how drama causes people to reflect upon values in society, as well as significant issues and events in the world.

INTG 203. Global Perspectives: Food. A study of food as a key to unlocking cultures and a lens for comparing different societies. This course will show how human nutrition has been produced, marketed, and consumed as a series of cultural, political, and economic products.

INTG 204. Global Perspectives: The Environment. A study of global environmental issues such as human population growth, resource consumption, and environmental alterations. Through the context of environmental problems students will develop an understanding of the planet's interconnectedness.

INTG 205. Global Perspectives: Communication in Global Contexts. A study of the ways in which culture and communication intersect and influence each other. An emphasis will be placed on understanding the importance of context—social, cultural, historical, and political—in intercultural interactions and communication. This course explores cultural dynamics both within the United States and abroad.

INTG 207. Global Perspectives: Terrorism. An exploration of the local and global contexts for terrorism. This course examines the politics, cultures, and societies from which different types of terrorism emerge, as well as how globalization impacts the growth of militant movements and the choice to engage in terrorist acts.

INTG 208. Global Perspectives: Work and Leisure. A study of how different

cultures and regions of the world approach work and leisure time. Topics discussed include how history and culture impact our perception of meaningful work, compensation, and business and leisure practices in various regions of the world. The course also examines how work and leisure time are influenced by the trend toward globalization.

INTG 209. Global Perspectives: Ethnic Conflict. A study of the phenomenon of ethnic conflict. The course will look closely at several instances of such conflict, ranging from the relatively non-violent separatist movement in Quebec to incidents of genocide such as occurred in Rwanda. In doing so, it attempts to better our understanding of these occurrences by placing them in a global and historical context.

INTG 210. Global Perspectives: Security in the Age of Globalization. An overview of the contemporary perspectives and the theoretical approaches used to study economic, environmental, human, and national security in the age of globalization. In this course we will examine the role of nation-states, traditionally viewed as the most important actors in the international arena, as well as non-state actors, in creating security and insecurity in global society.

INTG 3xxG. Reflections. An exploration of one's own and others' ideas about the ultimate meaning and purpose of our lives. Courses from which each student will choose will be taught from philosophical, religious, artistic, and scientific perspectives. The specific courses are currently under development but will be offered beginning Fall 2007. (Three credits; taken junior year.)

INTG 301. Reflections: Spirit and Story. Long before abstract speculation thought about religion and the realm of the spiritual, human beings told one another stories about the gods and of our relationship with them. And, we continue to tell stories about such things as sacrifice and suffering, communion and celebration, stories of our origins and of our ends, and of what is expected of us. This course examines various spiritual and religious themes within works of literature and the cinema. The spiritual informs art just as our understanding of the spiritual may be influenced by our stories and how we tell them to ourselves. (Three credits.)

INTG 302. Reflections: The Pursuit of Well-Being. It is the goal of this course to critically evaluate the experience of well-being and understand it in the context of the individual, family, society, culture and history. The research suggests that well-being in adulthood is best viewed as a means rather than an end in life, because it supports productivity, life satisfaction, socially desirable behaviors, and positive physical and mental health. Students will participate in various practices to promote well-being and reflect on their own experience. (Three credits.)

INTG 303. Reflections: Bodies, Nature, Power. This course will examine the "death of nature" in early modernity (roughly the 16th and 17th centuries). The emphasis will be on the role of modern philosophy, theology, and science in European colonial expansion, on the witch burnings in Renaissance Europe and the rise of "scientific racism." Post-colonial and feminist alternatives will be explored as we rethink human relationships with the natural world. (Three credits.)

INTG 304. Reflections: Beyond Belief. This course will track the history of science

(from the Enlightenment) and its naturalistic approach to knowledge as it conflicts with religious belief. Using examples such as the heliocentric universe, evolution and creation, neurology and the soul, and evolutionary psychology we will illustrate increasing challenges to religious authority and the concept of god(s). Arguably, science has weakened theism by continually narrowing the scope of God's provenance and challenging the authority of religious proclamations. Therefore, we will consider the relationship among science and agnosticism and atheism, concluding with how atheists defend their views and answer the fundamental questions of meaning and existence. Students in this course will seriously consider how individuals throughout history have approached the dichotomies of faith and reason; the transcendental and the physical; and the material and immaterial. (Three credits.)

INTG 305. Reflections: Ancient Religious Reflections. Ancient Religious Reflections deals with different aspects of religion in the world of the ancient Mediterranean. Topics include "Sacred Places," "Mystery Religions Past and Present," and "Classical Mythology and Religion." While special attention is given to the ancient Greeks and Romans, the civilizations of other Mediterranean peoples, such as the Egyptians, are also discussed and special effort will be made to put these ancient reflections in a modern context. May be repeated for credit with different topics (Three credits.)

INTG 306. Reflections: The Psychological Aspects of Civil Rights Issues. This course asks students to reflect upon their personal values and moral belief systems, and to develop an understanding of how societies have struggled to formulate ethical and moral frameworks. In order to do this, we will examine a variety of civil rights issues, including slavery, suffrage, genocide, and apartheid, and discuss how societies have struggled to deal with these issues. We will also examine various psychological aspects of oppression and civil rights struggles, to better understand the psychological impact on both the individual and the society. (Three credits.)

INTG 307. Reflections: Friends, Neighbors, Lovers, Enemies. This course offers students the opportunity to reflect on their lives and the lives of others through the medium of story. Using stories from the world's religious traditions as well as novels and biography, students will be asked to examine how narratives shape our ideas of who we consider to be friends, neighbors, lovers, and enemies and how we are to respond to them. Students will explore their beliefs about themselves and others, their images of God and how they have been formed, how these understandings of the divine influence human behavior, the importance of caring for self, and the need to connect with our global human society and help care for the earth. The course will continually ask students to consider the possibility that there is more than one "right" answer to basic questions of creaturely being and relating to the divine. (Three credits.)

INTG 4xxG. Citizenship. The senior capstone course of the four-year general education program. Chosen from a menu of courses, the Citizenship course will take an interdisciplinary approach to understanding important social issues. The specific courses are under development but will be offered beginning Fall 2008. (Three credits; taken senior year.)

INTERDISCIPLINARY STUDIES

INTR 105. Current Events. The class builds upon the presentations at the Great Decisions program which meets Wednesday evenings each spring. Each introductory talk is followed by a discussion period involving townspeople, faculty and students. (One credit.)

INTR 210. Introduction to Liberal Arts Associates. Students will assist Introduction to Liberal Arts instructors in the conduct of the seminar. Such assistance may involve: attending convocations and leading student discussions on convocation presentations; leading discussion of a text in the seminar; reading student papers; offering writing tutorial help to students enrolled in Introduction to Liberal Arts participating in special projects such as panels, symposia, workshops, etc. Each student will be asked to prepare a short, evaluative paper on the experience at the end of the semester. Open to Sophomores, Juniors, and Seniors. Prerequisites: Academic good standing and a B grade or better in Introduction to Liberal Arts at Monmouth College and permission of instructor. Limited enrollment: one associate per section of Introduction to Liberal Arts. (Two credits.)

ACCT 364. Service Learning Through the Volunteer Return Preparation Program. A service-learning activity. In partnership with the Internal Revenue Service's Volunteer Return Preparation Program, the student will study to become certified and will serve the individual tax preparation, e-filing, and tax education needs of the campus and surrounding communities. The course is inclusive of workshops and participatory tax sessions. Offered only in the spring semester. Prerequisite: Junior standing. (60 credits.) (Cross-listed as ACCT 364.) May be repeated once for credit. (Two credits.)

INTERNATIONAL BUSINESS

Haryanto, Assistant Professor,
Program Coordinator
Don Capener, Assistant Professor
Karen Cates, Visiting Professor
Michael L. Connell, Professor
Simon Cordery, Assistant Professor
Frank Gersich, Professor
Farhat Haq, Professor
Richard Johnston, Associate Professor
J. Rodney Lemon, Professor
Kenneth McMillan, Associate Professor
Judy Peterson, Associate Professor

■ The **INTERNATIONAL BUSINESS** major was designed to prepare graduates in both business fundamentals and knowledge of the cultural and institutional changes that shape the world economy. Students are strongly encouraged to enroll in one of Monmouth College's foreign exchange programs. Participants in these programs learn about that nation's business environment, culture, and language while in that particular country of interest.

Career opportunities for **INTERNATIONAL BUSINESS** majors exist in many types of organizations since even small firms market internationally via the World Wide Web. Employers of international business graduates include financial institutions, manufacturers, management and marketing consulting, government, and technology companies. Graduates joining small and mid-sized firms will find many complex and challenging international business opportunities in the United States and abroad.

Course Requirements (refer to Political Economy and Commerce section for most course descriptions):

BUSI 105	Commercial Evolution
BUSI 211/212	Quantitative Methods
ECON 200	Principles of Economics
BUSI 218	Business Writing
ECON 301	Intermediate Macro Economics
BUSI 305	Business Administration and Organizations
BUSI 306	Business Finance
BUSI 307	Marketing
ECON 360	International Trade and Finance
ACCT 213	Financial Accounting
ACCT 214	Managerial Accounting
BUSI 345	Globilization and International Management
MATH 106	Introduction to Statistics
BUSI 290	International Business Practicum*
BUSI 409	International Business Strategy

* There is an international travel requirement for this course. Students can satisfy this requirement by completing an approved study abroad experience or completion of Business 290.

Elective Courses outside Business, Math, and Accounting

POLS 270	Global Affairs
POLS 366	International Organizations
POLS 397	States and Markets
HIST 250	The Contemporary World
ECON 351	Comparative Economic Systems

Students must choose two courses from the list above or complete six (6) semester hours of electives with approval of the program coordinator. Students may select courses from this list without prior approval of the program coordinator. With the approval of the program coordinator, students may substitute courses from the recommended list below or propose other courses which involve course material directly related to international studies or a geographic focus.

RECOMMENDED

Foreign Language coursework beyond the 102 level.

POLS 200	Comparative Politics
POLS 397	States and Markets
POLS 202	Modern Japan
ANTH 360	Cultures of the Middle East
RELG 210	Judaism and Islam
SOCI 343	Sociology of Development
SOCI 345	Social Inequality Global Perspectives
RELG 300	Philosophy and Religions of Asia
PSYC 237	Organizational Psychology
PSYC 282	Cultural Psychology
RELG 244	Religion and Politics
PHIL 207	Ethics

INTERNATIONAL STUDIES

Farhat Haq, Professor, Program Coordinator

Program Objectives

The objective of the International Studies major is to prepare students - through the study of foreign languages, cultures and international events - to understand and deal with foreign cultures and global affairs. The program is intended for those who want an international emphasis in the following academic fields of interest: teacher education, business, political science, public and organizational administration, management, pre-law, journalism, etc. International Studies also serves as suitable preparation for advanced study in doctoral programs and graduate professional programs such as law and business.

Program Elements

The International Studies major is composed of four elements:

1. Courses providing a common 'core' introduction and overview of international relations, global issues, social patterns, political affairs, economic forces, and contemporary problems.
2. Courses from the liberal arts, social sciences and related fields that concentrate within one of two emphases: Global Cultures (GC) or Global Politics & Processes (GPP).
3. One year additional, preferably modern, language study at the intermediate level.
4. Participation in a study abroad program.

Career Opportunities

The number of jobs in both private and public sectors with an international component is increasing rapidly. Furthermore, bilingual ability and cross-cultural experience is an increasingly valuable commodity when searching for career opportunities. The International Studies major provides a strong diversified liberal arts education. The emphasis on different disciplines allows students to customize their own major while supporting intellectual development applicable to many careers in education, law, private industry, tourism, international organizations, journalism and media, military and various government agencies.

The Program of Study

The International Studies major draws its courses from numerous departments throughout Monmouth College. Students can choose courses from a large number of disciplines including history, economics, sociology, anthropology, philosophy, religious studies, political science, business, women's studies and modern foreign languages.

I. CORE (19 credits.)

ANTH 103. Introduction to Anthropology. (Three credits.)

HIST 103. Western Civilization III: 19th and 20th Centuries. (Three credits.)

POLS 200. Introduction to Comparative Politics. (Three credits.)

ECON 200. Principles of Economics. (Four credits.)

POLS 270. Introduction to International Relations. (Three credits.)

SOCI/ANTH 420/POLS 415. Senior Seminar. (Three credits.)

II. LANGUAGE (Eight credits.)

SPAN/FREN/GERM/Other. One year or equivalent additional foreign language experience at the Intermediate level (*e.g.*, 201 & 210). May be taken in conjunction with study abroad experience. (Eight credits.)

III. ELECTIVE CONCENTRATION (12 credits.)

Total credits—39

Four classes from a respective concentration (*e.g.*, Global Cultures = Course Groupings A & C; Global Politics & Processes = B & C), at least two of which must be upper division (300 – 400 level). Maximum of two courses from any one

department, no more than two bridge courses.

A. Global Cultures (GC)*
SPAN 252, 322, 323, 324, 326; FREN 252, 332, 325, 423, 424; MFLG 220, 320, 420; PHIL 225, 300, 310; RELG 150, 210, 220, 244, 300, 310, 414, 479; ENGL 240; ANTH 360, 362, 364, 366.

B. Global Politics & Processes (GPP)*
ECON 331, 351, 360; BUSI 345; POLS 202, 244, 245, 333, 366, 375, 397; SOCI 343, 344, 345, 347.

C. Bridge Courses* – may apply to ***either*** GC or GPP
HIST 102, 103, 202, 302, 303, 304, 305, 307, 309, 323, 335; ISSI** 410, 414, 434, 444, 474, 477; HONR 210*; CATA 261; WOST 201.

*** Topics Courses & Directed Study.** Departmental Topics courses, Directed Study, and courses with variable subject matter may be used to fulfill the requirements for the elective concentration, subject to approval of course content. Permission of the major advisor is required *prior* to taking the course.
** For ISSI Courses beyond the General Education Requirement.

IV. STUDY ABROAD

Study abroad is *strongly encouraged* for International Studies majors and Monmouth College credit is easily available for study abroad programs. In special circumstances where upper division language classes are not available, sufficient study abroad language experience may be substituted.

COURSE LIST – BY CONCENTRATION

A. Global Cultures (GC)*

SPAN 252. Culture, Folklore, and Historical Background of the Spanish-Speaking World.
SPAN 322. 19th Century Spanish Literature.
SPAN 323. 20th Century Spanish Peninsular Literature.
SPAN 324. Spanish American Literature.
SPAN 326. Topics in Spanish.
FREN 252. Culture, Folklore, and Historical Background of the French-Speaking World.
FREN 325. Business French.
FREN 332. Perspectives in French Literature (Theatre/Prose/Poetry).
FREN 423. Perspective in French Literature (Love).
FREN 424. Francophone Literature.
MFLG 220/320/420. Individualized Study.
PHIL 225. Philosophy and Feminism.
PHIL 300. Philosophy and Religions of Asia.
PHIL 310. Environmental Ethics.
RELG 150. Religion and Religions.
RELG 210. Judaism and Islam.
RELG 220. Women and Religion.
RELG 244. The Politics of Islam.
RELG 300. Philosophy and Religions of Asia.
RELG 310. Environmental Ethics.
RELG 414. Economy, Community, and Ethics.
RELG 479. Cosmology and Creation.
ENGL 240. Russian Literature of the 19th Century.
ANTH 260. Cultures of the Middle East.
ANTH 362. Gender in Cross-Cultural Perspective.
ANTH 364. Urban Anthropology.
ANTH 366. Representing Cultures: Colonial & Post-Colonial Contexts.

B. Global Politics & Processes (GPP)*

ECON 331. Political Economy of Development.
ECON 351. Comparative Economic Systems.
ECON 360. International Trade.
BUSI 345. Globalization and Organization Change.
POLS 202. Modern Japan.
POLS 244. Politics of Islam.
POLS 245. The Politics of Developing

Nations.
POLS 333. U.S. Foreign Policy (pending).
POLS 366. International Organizations (pending).
POLS 375. Environmental Politics.
POLS 397. States and Markets.
SOCI 247. Race and Ethnicity.
SOCI 343. Sociology of Development.
SOCI 344. Sociology of Work.
SOCI 345. Social Inequality: Local & Global Perspectives.

C. Bridge Courses* – may apply to *either* GC or GPP

HIST 102. Western Civilization II: From the Reformation through the French Revolution.
HIST 202. Modern Japan.
HIST 302. History of the Middle East.
HIST 303. History of India and South Asia.
HIST 304. History of Sub-Saharan Africa.
HIST 305. History of Mexico.
HIST 307. Modernism and the Great War.
HIST 309. Russian Cultural History.
HIST 323. The Renaissance.
HIST 335. Hitler, Stalin and the Totalitarian Era.
CATA 261. Mass Media and Modern Society.
HONR 210. Selected Topics.
WOST 201. Feminism.
ISSI 410.** Environmental Ethics.
ISSI 414.** Economy, Community and Ethics.
ISSI 434.** War and Peace.
ISSI 444.** The Politics of Islam.
ISSI 474.** Economic Policy Alternatives and Citizen Welfare.
ISSI 477.** Energy Resources.

ALPHA-NUMERIC ELECTIVE COURSE LIST w/TITLES

ANTH 360. Cultures of the Middle East.
ANTH 362. Gender in Cross-Cultural Perspective.
ANTH 364. Urban Anthropology.
ANTH 366. Representing Cultures: Colonial & Post-Colonial Contexts.
BUSI 345. Globalization and Organization change.
CATA 261. Mass Media and Modern Society.
ECON 331. Political Economy of Development.
ECON 351. Comparative Economic Systems.
ECON 360. International Trade.
ENGL 240. Russian Literature of the 19th Century.
FREN 252. Culture, Folklore, and Historical Background of the French-Speaking World.
FREN 325. Business French.
FREN 332. Perspectives in French Literature (Theater/Prose/Poetry).
FREN 423. Perspective in French Literature (Love).
FREN 424. Francophone Literature.
HIST 102. Western Civilization II: From the Reformation through the French Revolution.
HIST 202. Modern Japan.
HIST 302. History of the Middle East.
HIST 303. History of India and South Asia.
HIST 304. History of Sub-Saharan Africa.
HIST 305. History of Mexico.
HIST 307. Modernism and the Great War.
HIST 309. Russian Cultural History.
HIST 323. The Renaissance.
HIST 335. Hitler, Stalin and the Totalitarian Era.
HONR 210. Selected Topics.
MFLG 220/320/420. Individualized Study.
PHIL 225. Philosophy and Feminism.
PHIL 300. Philosophy and Religions of Asia.
PHIL 310. Environmental Ethics.
POLS 202. Modern Japan.
POLS 244. Politics of Islam.
POLS 245. The Politics of Developing Nations.
POLS 333. U.S. Foreign Policy (pending).
POLS 366. International Organizations (pending).
POLS 375. Environmental Politics.
POLS 397. States and Markets.
RELG 150. Religion and Religions.

RELG 210. Judaism and Islam.
RELG 220. Women and Religion.
RELG 244. The Politics of Islam.
RELG 300. Philosophy and Religions of Asia.
RELG 310. Environmental Ethics.
RELG 414. Economy, Community, and Ethics.
RELG 479. Cosmology and Creation.
SOCI 343. Sociology of Development.
SOCI 344. Sociology of Work.
SOCI 345. Social Inequality: Local & Global Perspectives.
SOCI 247. Race and Ethnicity.
SPAN 252. Culture, Folklore, and Historical Background of the Spanish-Speaking World.
SPAN 322. 19th-Century Spanish Literature.
SPAN 323. 20th-Century Spanish Peninsular Literature.
SPAN 324. Spanish American Literature.
SPAN 326. Topics in Spanish.
WOST 201. Feminism.

Additional Course Proposals under Consideration or Development:

BUSI 290. International Business Praticum.
BUSI 409. International Business Strategy.
HIST XXX. 20th Century World History.
CATA XXX. Cross-Cultural Communication.

ISSUES AND IDEAS

Courses in this list fulfill the senior general education requirement for students following the degree requirements of the previous curriculum. Any student who is a junior or senior during the 2006-07 academic year is required to take one course from those listed below. (Freshmen and sophomores will follow the new curriculum and take an Integrated Studies course, INTG 4xx, their senior year.)

ISSI 402. Classical Mythology and Religion. Considers the meaning of myth and religion in Graeco-Roman society. Discusses various theories of myth, including rationalism, charter myths, and myths as ritual justification. Surveys various aspects of Greek religion, especially mystery religions like the cult of Demeter at Eleusis and the worship of Dionysus. Prerequisite: Senior standing. (Three credits.)

ISSI 408. Personal Identity. An examination of the biological, behavioral and social foundations of the sense of personal identity. The course considers the ways in which personal identity may be a gift, a biological imperative, a challenge, a distraction, a social creation, or an illusion. The multiple anchors of our identity in memory, body, society and immediate experience are explored. Prerequisite: Senior standing. (Three credits.)

ISSI 413. Suffering, Evil, and Hope. Why is there suffering and evil? What is our responsibility in the face of suffering? Are there grounds for hoping that suffering may one day cease? This class focuses on the long tradition of religious and philosophical reflection on these and related questions. Features classic texts, novels, and film. Prerequisite: Senior standing. Permission for non-seniors should be directed to the department chair. (Also PHIL 413.) (Three credits.)

ISSI 414. Economy, Community, and Ethics. Economic issues increasingly dominate our lives in the twenty-first century. This course examines moral and ethical issues related to living and laboring in a global economy. What resources do the Judeo-Christian traditions provide for navigating an economically interdependent world? Prerequisite: Senior standing. Permission for non-seniors should be directed to the department chair. (Also RELG 414.) (Three credits.)

ISSI 415. Faith & Solidarity: American Perspectives on Religion, Ethics and Politics. This seminar provides students with the opportunity to think about the relationship between religion, ethics and politics in the American context through closed reading of texts by classic American philosophers, including Henry David Thoreau, Ralph Waldo Emerson, William James, Josiah Royce and John Dewey, as well as the writings of contemporary pragmatists like Richard Rorty and Cornel West. The course examines the development of the culture of individualism and engages criticisms and concerns about the effect of individualism on the forming and sustaining of communities. Along the way, we look at such themes as loyalty and patriotism; democracy and religious pluralism; race and gender; self-expression and communal identity. The course also explores the religious and political functions of music (spirituals, blues, jazz). Prerequisite: Senior standing. (Three credits.)

ISSI 422. Ethics in Media Communication. A systematic approach to moral reasoning combining ethical theory with the practice of ethics in a mediated society. Students are presented with a moral-reasoning method which is then applied to hypothetical case situations and current media communication topics. Prerequisite: Senior standing. May not be used by CATA, Public Relations majors for ISSI credit. (Three credits.)

ISSI 426. Feminist Approaches to Literature and Society. An application of feminist critical theories to the examination of social constructs present in literary works and in social problems. Prerequisite: Senior standing. (Three credits.)

ISSI 433. Liberty. This course examines the history of the pursuit of freedom with an emphasis on relating current issues such as abortion, the death penalty, taxation, gun control, affirmative action, immigration, welfare reform, the role of government, and school vouchers to the pursuit of freedom. Prerequisite: Senior standing. (Three credits.)

ISSI 434. War and Peace. A study of the causes and results of war, efforts to bring about a peaceful and orderly society, and reasons for the persistence of armed conflict. Prerequisite: Senior standing. (Three credits.)

ISSI 435. Political Philosophy from Plato to the Present. A historical survey and philosophical analysis of political theory from ancient Greece to the present. Includes works by Plato, Aristotle, Machiavelli, Hobbes, Lock, Rousseau, Marx, and Mill. (Also POLS 411 and PHIL 411.) Prerequisite: Senior standing. (Three credits.)

ISSI 436. Poetics of the Self. An investigation of some questions that arise from an awareness of one's own self. The intent is to place the question "Who am I?" into a critically manageable context. Emphasizes discovery of the self and various strategies for making sense of who one is. Particular emphasis on the need for models (plots, paradigms, myths) in defining our existence. (Also PHIL 336.) Prerequisite: Senior standing. (Three credits.)

ISSI 437. The New Individual: Narcissus and the Faceless Man. A study of individualism and conformity emphasizing the origins of the tradition of pessimism in modern American thought. Includes discussion of anarchism, conformity, authoritarianism, and totalitarianism contrasted with the ideal of the well-rounded individual of the liberal arts tradition. Includes readings from history, philosophy, and literature. Prerequisite: Senior standing. (Three credits.)

ISSI 444. The Politics of Islam. Examines different forms of Islamic revivalism as well as the basic political tenets of Islam. Puts current trends in historical perspective. (Also POLS 244G.) Prerequisite: Senior standing. (Three credits.)

ISSI 468. The Arts in Society. The arts examined critically from the perspective of the values which they embody, express, and communicate. Topics include: freedom and creativity; the autonomous value of the arts; art and the sacred; the arts in relation to the civic environment (urban design, education, censorship, pornography, political revolution, patronage, and kitsch). Prerequisite: Senior standing. (Three credits.)

ISSI 470. Biotechnology and Human Values. A course designed to study the impact, trends and implications of biotechnology on modern culture. The biological history and development of the phenomenon will also be considered. Prerequisite: Senior standing. (Three credits.)

ISSI 472. Fiction and Industrial Society. An investigation of issues and questions of value raised by selected 19th- and 20th-century novels that focus on modern industrial society. Prerequisite: Senior standing. (Three credits.)

ISSI 474. Economic Policy Alternatives and Citizen Welfare. An analysis of the social and economic conditions of a variety of nations across the world and the governmental policies that produced them. Policies examined include national labor-management policy, educational institutions, wage and price controls, insurance programs, pension planning, rules that protect domestic industry, work week rules, overtime customs, contract and property rights protections, environmental rules, and national policies on antitrust, government regulation and competition. The course will examine the variety of governmental policies different nations have followed to an economic success. Prerequisite: Senior standing. (Three credits.)

ISSI 477. Energy Resources. Study of the geologic, economic, and socio-political implications of locating, recovering, utilizing, as well as

the disposing of the wastes from the use of the earth's energy resources. The effects of population growth and the demands from industrial development will be considered. Prerequisite: Senior standing. (Three credits.)

ISSI 479. Cosmology and Creation. An investigation, from Western and Eastern points of view, of the origin of the universe and our place in it, this course raises issues that confront most thinking people at some point in their lives. It will examine differing view points, such as myth and truth, creation and evolution, science and religion and critically study the contributions of scientists—both physical and biological, philosophers—ancient and modern, and theologians—traditional and non-traditional, and notice where these scholars interrelate and where they part company. (Also RELG 479.) Prerequisite: Senior standing. (Three credits.)

ISSI 480. Evolution of Human Behavior. An exploration of the application of evolutionary theory to explain human behavior, beginning with an overview of the process of evolution and research in animal and human behavior. Abuses of neo-Darwinian explanations (e.g. social Darwinism, progressive evolution, racism, sexism) will be contrasted with the potential benefits of such an approach to understanding human behavior. Broader philosophical implications of applying naturalistic explanations to human behavior will be discussed. Cross-listed with BIOL 480. Prerequisite: Junior standing for BIOL 480, Senior standing required for credit as ISSI. (Three credits.)

ISSI 485. Ethics in an Information Society. The course is intended to increase students' awareness of social and ethical issues which arise as a result of the use and influence of computers and computing and to encourage students to examine their own personal value systems in the context of the use of computer technology in modern society. The course is open to senior students regardless of their majors. Prerequisite: Senior standing or permission of instructor. (Three credits.)

MANAGEMENT INFORMATION SYSTEMS

Marta Tucker, Professor, Coordinator

Overview of the Program

The MISY major needs experience in computer programming, in the design, organization and management of databases, and in the organization and management of computer networks. They also need a solid understanding of business organizations and their management and accounting practices. Because MISY specialists work closely with end-users of systems, excellent communication skills and the ability to work with others are essential.

Management Information Systems (MISY) is closely related to Computer Science in that both require a broad base of technical knowledge. However, MISY focuses on the acquisition, deployment, and management of information systems for businesses and organizations. MISY involves designing, implementing, and managing complex and typically large and expensive systems that store, organize and give access to an organization's data.

Career opportunities for MISY majors exist in many types of organizations. MISY majors might begin their career as computer programmers, progress quickly to systems analysis, and ultimately rise to careers in management.

Management Information Systems Major

COMP 161 Introduction to Programming. (Four credits.)
COMP 163 Data Structures, Objects. (Four credits.)
COMP 337 Networking. (Three credits.)
ACCT 213 Financial Accounting. (Three credits.)
ACCT 214 Managerial Accounting. (Three credits.)
ECON 200 Fundamentals of Economics. (Four credits.)
BUSI 305 Administration and Organization. (Three credits.)
MATH 106 Statistics. (Three credits.)
MISY 160 Fundamentals of Computing. *Cross-listed with COMP 160.* (Four credits.)
MISY 211 Quantitative Methods. *Cross-listed with BUSI 211.* (Two credits.)
MISY 212 Quantitative Methods. *Cross-listed with BUSI 212.* (Two credits.)
MISY 310 Database Theory and Design. *Cross-listed with COMP 310.* (Three credits.)
MISY 335 Systems Analysis and Design. *Cross-listed with COMP 335.* (Three credits.)
MISY 383 Information Systems. *Cross-listed with BUSI 383.* (Three credits.)
MISY 400 Senior Project. *Cross-listed with COMP 400.* (Three credits.)

MATHEMATICS AND COMPUTER SCIENCE

Lyle L. Welch, Professor, Chair
Marjorie E. Bond, Associate Professor
Howard Dwyer, Associate Professor
Joanne Eary, Assistant Professor
Peggy Kulczewski, Lecturer
Sharon Lomax, Lecturer
Marta M. Tucker, Professor
Adam Webber, Assistant Professor

MATHEMATICS

The career of a mathematician in all of its various forms has been rated as one of the top five jobs by *The Jobs Rated Almanac*. Mathematicians are typically held in high regard on the basis of their demonstrated proficiency with numbers and formulas, and with logical problem-solving skills. Careers for mathematics majors cover a wide range of opportunities. Mathematicians are employed by banks, investment companies, and insurance companies where quantitative skills are essential. Mathematics teachers continue to be in demand.

The curriculum in mathematics offers courses in a variety of areas including: calculus, discrete mathematics, linear and modern algebra, geometry, probability and statistics, and mathematics modeling. A mathematics education component is available for students interested in a teaching career.

■ **Mathematics Major.** The Mathematics major requires a minimum of 36 semester hours and has two components. The first component consists of courses required of all majors.

Required courses include: MATH 151 (or equivalent), 152, 241, 253, 260, 330 or 420, COMP 161 (or equivalent).

The second component requires the completion of one of the following four tracks and additional mathematics courses at the 200 level (except 324) in order to meet or exceed the requirement of 36 semester hours.

1. Applied: 254, 301, 323
2. Statistics: 207, 339, 345
3. Graduate school preparation: 301, 311, 317
4. Secondary Education: 207, 317, 339
   (course substitutions in any of the tracks must be approved by the department)

■ **Teacher Certification.** Those preparing for secondary level Mathematics teaching must complete the major as specified above and MATH 324. The additional requirements for certification are described in the Education Department section of the catalog.

■ **Mathematics Minor.** The mathematics minor requirement includes: one course in Calculus, MATH 241 or 260, three semester hours at the 300 level, and additional mathematics courses at or above the 150 level (except 324) in order to meet or exceed the college requirement of 15 semester hours of work in mathematics.

MATH 102. Mathematics: A Tool for the Liberal Arts. Intended to prepare students to succeed in their work in the liberal arts. The course will cover many of the basic topics used in the natural and life sciences, including units and unit conversion, use of a graphing calculator, basic algebra, fractions, percentages, ratios and proportions, analytic geometry and simple trigonometry. A problem-solving approach will be used. (Three credits.)

MATH 104. Introduction to Mathematics. An introduction to the mathematical processes and the use of mathematics in problem solving. Topics will include but are not limited to algebra, sets, probability, statistics, trigonometry, geometry, and number theory. The course is intended for non-majors. (Three credits.)

MATH 106. Elementary Statistics. A study of the methods of describing and analyzing data and an introduction to statistical inference with applications. Topics include mean and variance, data displays, normal distribution, correlation

and regression, and test of significance for means and proportions. Students take either MATH 106 or 207 as recommended by their major program, but cannot take and count both courses. (Three credits.)

MATH 110. Foundations of Elementary Mathematics. A study of the number systems of arithmetic, the natural numbers, the rational numbers, statistics, and problem solving. (Three credits.)

MATH 141. Elementary Functions. A precalculus study of polynomial, circular, exponential, and logarithmic functions. Prerequisite: Three years of college preparatory mathematics. (Four credits.)

MATH 151. Calculus I. A study of the calculus of functions of a single variable. Prerequisite: Four years of college preparatory mathematics or MATH 141. (Four credits.)

MATH 152. Calculus II. A continuation of MATH 151. Prerequisite: MATH 151 or one year of high school calculus. (Four credits.)

MATH 207. Statistics for the Sciences. An introduction to statistical methods with examples and problems aimed toward the sciences. Topics include descriptive statistics, experimental design, probability, basic statistical inference. Chi-Square analysis, analysis of variance, correlation, and simple and multiple regression. Prerequisite: Four years of college preparatory mathematics or MATH 141. (Students take either MATH 106 or MATH 207 as recommended by their major program, but cannot take and count both courses.) (Four credits.)

MATH 241. Linear Algebra. A study of finite dimensional vector spaces, linear transformation, and matrices. Prerequisite: MATH 151. (Three credits.)

MATH 253. Calculus III. A study of the calculus of functions of more than one variable: including partial differentiation and multiple integration. Prerequisite: MATH 152. (Three credits.)

MATH 254. Differential Equations. An introduction to ordinary differential equations and their applications. Prerequisite: MATH 152. (Three credits.)

MATH 260. Discrete Structures. Topics include sets and logic, number systems, properties of whole numbers, functions and relations, recursion, combinatorics and probability, matrices, and graph theory. (Three credits.)

MATH 301. Advanced Calculus. A theoretical development of the calculus of one and several variables, including topological concepts, linear theorems, differentiation, integration, series, point wise convergence, and uniform convergence. Offered in alternate years. Prerequisite: MATH 253. (Three credits.)

MATH 311. Introduction to Modern Algebra. A study of groups, rings, and fields plus their applications. Offered in alternate years. Prerequisite: MATH 152 and 241. (Three credits.)

MATH 317. Geometry. A study of such topics in advanced and modern geometry as non-Euclidean geometry, finite and projective geometries, isometries and transformation groups, convexity, foundations, and axiomatics. Offered in alternate years. Prerequisite: MATH 152. (Three credits.)

MATH 323. Numerical Analysis. An introduction to numerical algorithms. Methods will include finding roots of equations, interpolation, curve-fitting, approximations of functions, and numerical differentiation and integration. Offered in alternate years. Prerequisite: MATH 152 and COMP 161. (Three credits.)

MATH 324. Mathematics Methods for Secondary Teachers. A study of the philosophy and methods of teaching mathematics in junior and senior high school. Co-prerequisites:

MATH 317, EDUC 340. (Three credits.)

MATH 330. Mathematics Modeling. A study of the mathematical modeling process. Examples will come from calculus, linear algebra, and physics. Students will present a mathematical model of some phenomenon. Prerequisites: MATH 241 and Senior standing. (Three credits.) (Math-Education majors may take this course in the Junior year.)

MATH 339. Probability and Statistics. An introduction to probability theory and its applications, including discrete and continuous random variables, density functions, distribution functions, expectations, and variance. Offered in alternate years. Prerequisite: MATH 207 or 106 and MATH 152. (Three credits.)

MATH 345. Linear Regression and Analysis of Variance. A data-analytic course. A study of simple and multiple linear regression and basic analysis of variance (ANOVA). Topics include: residual diagnostics, model validation, model building, computation and interpretation for one- and two-way ANOVA, and multiple comparisons. May include factorial ANOVA, analysis of covariance, repeated measures, and/or some experimental designs. Applications include use of computers. Prerequisites: MATH 106 or 207 or PSYC 201 or consent of instructor. Desired but not required MATH 151 or 152. (Three credits.)

MATH 350. Topics in Mathematics. Possible topics include number theory, topology, complex variables, and continuations of other mathematics courses. May be repeated if the student does not already have credit for the topic offered. Offered when there is sufficient student interest. Prerequisites: MATH 152 and consent of the instructor. (Three credits.)

MATH 351. Readings in Mathematics. This course will investigate special readings in advanced mathematics or from the history of mathematics. Prerequisite: a 300 level mathematics course. (One or two credits.)

MATH 420. Independent Study and Seminar. A study of selected topics in advanced mathematics. Prerequisite: MATH 311. (Three credits.)

COMPUTER SCIENCE

Computer Science is a rapidly growing and ever-changing field that is primarily concerned with software design and development. Study in the field of Computer Science develops one's abilities to think logically and promotes excellent problem solving skills. With this preparation, Computer Science graduates continue to be in high demand.

The Computer Science major at Monmouth College is designed to prepare students for careers in the field of Computer Science by providing a high-quality undergraduate Computer Science major within a liberal arts setting. The department's goal is to prepare students for entry-level positions and also to assist them in building a strong foundation of knowledge that is necessary for graduate study and for lifelong learning. The curriculum emphasizes problem solving and provides students with a combination of theory and practical experience as well as introducing ethical and social issues that relate to the discipline.

■ **Computer Science Major.** A major in Computer Science consists of a minimum of 36 semester hours consisting of the following:
COMP 161, 163, 230, 400
MATH 241 and 260

Additional computer science courses with numbering above 300.

In addition to these requirements, the department recommends the completion of a college level calculus course.

■ **Computer Science Minor.** The Computer Science minor requirement includes: one course in a programming language, COMP 163, three semester hours at the 300 level, and additional computer science courses at or above the 230 level to meet or exceed the college requirement

of 15 hours of work in computer science.

COMP 160. Fundamentals of Computer Science. An introduction to the field of computer science with emphasis on programming. Students will be asked to write programs in at least one high level language. In addition to programming, the course will include a brief introduction to various topics that make up the computer science discipline. These topics may include, but are not limited to computer logic, computer architecture, operating systems, and compilers. In addition topics such as history of computing, careers in computing, and social impact of computing will be covered. This course is intended for students with no previous computer programming experience. Also MISY 160. (Four credits.)

COMP 161. Introduction to Programming. An in-depth introduction to the design, development, and implementation of computer programs. Topics include structured and object oriented programming methodologies, programming language features, primitive and structured data types, data and sequence control mechanisms, subprograms and parameters, recursion. Students experiment with basic concepts during regularly scheduled laboratory sessions. Prerequisite: COMP 160 or equivalent experience.

COMP 163. Data Structures. Definition, implementation and application of data structures and their operations. Topics include abstract data types, object oriented programming, recursion, efficiency analysis, algorithms, sorting and searching. Students experiment with basic concepts during regularly scheduled laboratory sessions. Prerequisite: COMP 161.

COMP 200. Programming in a Second Language. An introduction to programming in a second high-level language. Students who have already mastered programming in at least one computer language will learn the structure and syntax of the selected language for this course. May be repeated using a different language. Prerequisite: COMP 163. (One credit.)

COMP 230. Computer Architecture and Organization. An introduction to the architecture and organization of computer systems emphasizing the standard von Neumann model and moving forward to alternative concepts such as multiprocessor systems. Topics include digital logic, data representation, assembly language, memory systems, I/O interfaces. Prerequisites: COMP 163 and MATH 260. (Four credits.)

COMP 310. Database Theory and Design. An introduction to the concepts and techniques of database systems. Includes history and motivation of database systems, data modeling, rational database, SQL, transaction processing, distributed databases. Also MISY 310. Prerequisites: COMP 163 and MATH 260. (Three credits.)

COMP 315. Scientific Programming in FORTAN. A study of the applications of FORTRAN in writing programs for use in the sciences. Prerequisite: COMP 161. (Three credits.)

COMP 320. File Structures. A study of the various organizations and access methods of computer files and file systems. Theory, algorithms, and performance efficiencies are emphasized. Prerequisite: COMP 163. (Three credits.)

COMP 325. Organization of Programming Languages. A study of the necessary components of programming languages and of how computers implement programs. Prerequisites: COMP 163 and 230. (Three credits.)

COMP 335. Systems Analysis and Design. Includes building and describing a logical model of a system, top-down design of modular structures, and database management. Prerequisite: COMP 163. (Also MISY 335.) (Three credits.)

COMP 337. Computer Communications and Networking. This course introduces the fundamentals of computer networks. It focuses on the communication protocols used in computer networks, their functionality, specification,

verification, implementation, and performance. The course also considers the use of network architectures and protocol hierarchies to provide more complex services. Existing protocols and architectures will be used as the basis of discussion and study. Prerequisite: COMP 163.

COMP 340. Analysis of Algorithms. A study of the design and analysis of computer algorithms. Topics include asymptotic analysis, efficient algorithm design, sorting and order statistics, hashing, binary search trees, graph algorithms, matrix multiplication, and NP completeness. Prerequisites: COMP 163, MATH 260. (Three credits.)

COMP 345. Operating Systems. Topics include dynamic procedure activation, system structure, memory management, process management, and recovery procedures. Prerequisites: COMP 163 and 230. (Three credits.)

COMP 350. Topics in Computer Science. Possible topics include other programming languages and artificial intelligence. May be repeated for credit with different topics. Offered when there is sufficient student interest. Prerequisites vary according to the topic studied. (Three credits.)

COMP 400. Senior Project. A semester-long project involving the development of a software and/or hardware system or the theoretical study of an approved topic. These projects will normally be done in groups. Prerequisites: COMP 163 and Senior standing. (Also MISY 400.) (Three credits.)

COMP 420. Independent Study. An individual project in computer science undertaken by the student with the guidance of the faculty. Prerequisite: Consent of the instructor. (Three credits.)

COMP 450. Internship in Computer Science. An experience designed to allow students in the computer science field to apply the concepts and ideas developed during their study in the major. Prerequisite: Senior standing and prior approval of the department. (Three credits.)

MILITARY SCIENCE

A student enrolled in the military science program seeking a commission in the U.S. Army Reserve may major in any recognized discipline within the College.

The military science program provides instruction and practical experience in leadership and management that will help students succeed in any desired career, civilian or military.

Requirements for Commission.

1. Completion of requirements for the bachelor's degree.
2. Department core in military science under the four-year program. (21 semester hours.)
   a. Introduction to MILS 111 and 112, or 113. (Two semester hours.)
   b. Basic MILS 211 and 212. (Four semester hours.)
   c. Intermediate MILS 311 and 312. (Six semester hours.)
   d. Advanced Summer Camp. (Six semester hours placement credit.)
   e. Advanced MILS 411 and 412. (Six semester hours.)
   f. Maintain a B average in intermediate and advanced military science courses.
   g. ISSI 434. (Three semester hours.)
3. Departmental core in military science under the two-year program. (21 semester hours.)
   a. Leader's Training Course or equivalent training (up to six semester hours placement credit, consult MILS Department).
   b. Intermediate MILS 311 and 312. (Six semester hours.)
   c. Warrior Forge Camp. (Six semester hours placement credit.)
   d. Advanced MILS 411 and 412. (Six semester hours.)
   e. Maintain a B average in intermediate and advanced military science courses.
   f. ISSI 434. (Three semester hours.)
4. Maintain a College cumulative grade-point average of 2.0 or better.
5. Meet prescribed medical fitness standards.

Advanced Placement. Students with prior military service or those who have completed one or more years at a service academy or three or more years of Junior ROTC may receive credit for advanced placement.

Extracurricular Activities. A variety of extracurricular activities is offered for all students enrolled in military science. Many involve team competition with other universities.

Reserve Officers' Training Corps (ROTC). The ROTC program offers a variety of opportunities for qualified students to obtain commissions as officers in the United States Army. Commissions are earned while the students obtain their B.A. degrees in the academic discipline of their choice (a student does not major in military science). Many students earn their degrees with federal ROTC scholarship assistance and receive financial aid from ROTC. The opportunities to obtain a commission include a four-year program and a two-year program.

Four-Year Program. The normal progression to a commission is the four-year program. It consists of a basic course (first two years) and an advanced course (second two years). College academic credit is earned for all course work satisfactorily completed.

• BASIC COURSE. Basic Course enrollment is limited to Freshmen and Sophomores. (The permission of the department chair is required for other students.) In the spring of each year, Freshmen and Sophomores compete for several federal ROTC scholarships. Basic Course students are not required to wear uniforms or obtain haircuts. Basic Course students do not incur any military obligation. During the period of the Basic Course, the students decide whether they want to enter the Advanced Course. The military science department evaluates their

qualifications and determines their eligibility for acceptance.

• ADVANCED COURSE. Advanced Course students include all students who have successfully completed the Basic Course or received credit for the Basic Course under one of the other options discussed below. Entry into the Advanced Course is a joint decision by the student and the military science department.

Requirements include being of good character, a U.S. citizen, under 30 years of age (waiver possible) upon graduating and commissioning, medically qualified, not a conscientious objector, and maintaining a 2.0 cumulative grade-point average. Students entering the Advanced Course sign a contract with the government and earn a tax-free stipend each month during their last two years of college. They continue to compete for numerous federal scholarships. Advanced Course students do incur a military obligation in either the Reserves, National Guard, or Active Army. The length of obligation varies depending on the type of commission received. Students can be guaranteed Reserve Forces duty or National Guard duty. Course work for the Advanced Course spans two years. Advanced Course students also attend Leader Development and Assessment Course of 33 days duration, normally between their junior and senior years. Students receive pay, travel allowance, and room and board while attending the course.

■ **Two-year Program.** The two-year program permits the student who has successfully completed the ROTC Leader's Training Course, or who has a status of Veteran, prior service, NG, or USAR, to enter directly into the Advanced Course Program. The ROTC Leader's Training Course is approximately four weeks long and provides military training in such subjects as leadership, rappelling, map reading, rifle marksmanship, physical training, tactics, communications, first aid, and water survival. The student attending ROTC Leader's Training Course is paid to attend and receives free lodging, meals, and college credit (six elective hours). There is no service obligation connected with the camp. The camp is designed to provide the student with Basic Course credit. Students wishing to attend the Basic Camp should apply early in the spring semester.

■ **Advanced Placement Credit.** Veterans, prior service students, junior ROTC students (three or more years), and National Guard or USAR members may receive advanced placement credit for the Basic Course.

■ **Financial Aid.** During the last two years of military science, contracted Advanced Course students receive a subsistence allowance of approximately $7,500 tax free. This subsistence allowance is received in monthly installments during the school year. Simultaneous Membership Program cadets also receive pay from their Army Reserve or National Guard unit.

■ **Commission as a Second Lieutenant.** Students who successfully complete all requirements of the ROTC program are commissioned as Second Lieutenants. These Commissionees fulfill their contractual obligations by serving in the Army Reserve, National Guard, or in the Active Army. Service in the Reserve or National Guard is an ideal way of blending a full-time civilian career with part-time service to the country as an officer. Students may request to delay their military duties to attend graduate school or to attain professional degrees. Students desiring further information should call Western Illinois University at 309-298-1161 and arrange for a meeting at the ROTC office.

MILS 111. Introduction to Military Science. A course designed to introduce students to Army ROTC and the organization of the U.S. Army and its role in American society. Teach fundamental concepts in leadership in both classroom and outdoor activities. Increase self-confidence through optional activities in rappelling, leadership reaction course, and basic marksmanship. (One credit.)

MILS 112. Introduction to Military Science. A continuation of MILS 111. This course continues to build the knowledge base of

soldier skills such as first aid, marksmanship, and writing. Expands a student's opportunity for and knowledge of leadership skills through basic drill, rappelling and the leadership reaction course. Prerequisite: MILS 111. (One credit.)

MILS 113. Introduction to Military Science. A combination of MILS 111 and 112 taken online. This course is taught via the internet. (Two credits.)

MILS 211. Basic Military Science. Students participate in discussions of selected leadership principles and the methods of military instruction. Introduction to a leadership development program which assesses students using 12 leadership dimensions. Instruction in basic individual military skills. Prerequisite: MILS 112. (Two credits.)

MILS 212. Basic Military Science. Continuation of discussions of personal leadership development and individual military skills. Exercises in team building, small unit leadership techniques, and military map reading. Prerequisite: MILS 211. (Two credits.)

MILS 213. Basic Military Science. A combination of MILS 211 and 212 taken online. (Four credits.)

MILS 298. Individual Studies. Special study in military science carried out under the supervision of a faculty member. Limited to enrolled military science students. Prerequisite: Permission of the PMS. (One to three credits.)

MILS 311. Intermediate Military Science. Theories and techniques of military leadership. Concentration on leader/group interaction, organizational demands, communication, and counseling. Practical opportunities to lead small groups, receive assessment, and lead in situations of increasing complexity. Application of leadership techniques in small unit tactics and preparation for Advanced Camp. Prerequisites: MILS 212 or LTC and consent of the PMS. (Three credits.)

MILS 312. Intermediate Military Science. Continues methodology of MILS 311. Tactical organization, operations and small unit leadership of rifle squad and platoon in the attack and defense. Written and oral presentation of operations orders, reports, and control systems. Proficiency in land navigation. Preparation for Warrior Forge. Prerequisite: MILS 311 and consent of the PMS. (Three credits.)

MILS 411. Advanced Military Science. Designed to prepare the cadet for transition to lieutenant. Students will learn the expectations of duties of the newly commissioned officer, including command and staff functions through classroom discussion. They will also function as a battalion level command and staff element. MILS 411 will also continue to improve upon presentation skills, use of after action review/reports, understanding Army Training Doctrine, operation orders and military justice. Prerequisites: MILS 312 and consent of the PMS. (Three credits.)

MILS 412. Advanced Military Science. Culmination of the leader development process at the pre-commissioning level, preparing for the transition from cadet to lieutenant. Training is to solidify the commitment to officership, reinforce individual competencies, and offer practical leader experiences. Includes the study and application of oral and written communications, leadership/professional ethics, logistics and maintenance. Prerequisites: MILS 411 and/or consent of the PMS. (Three credits.)

MODERN FOREIGN LANGUAGES

Susan Holm, Professor, Chair
Luisa Barbaro-Medrano, Lecturer
Heather Brady, Assistant Professor
James Bukari, Visiting Assistant Professor
Pei-Chen Chung, Waseda Intern in Japanese
Arthur Fowler, Lecturer
Vasant Gadre, Visiting Assistant Professor
Leisa Kauffmann, Assistant Professor
Shigeko Mato, Assistant Professor
Margarita Patton, Lecturer
Rafaela Sippo, Lecturer
Jacquelynn Urban, Lecturer

SPANISH

■ **Spanish Major.** A major in Spanish consists of a minimum of nine courses/28 semester hours beyond the 102 level. All Spanish majors must take SPAN 201 or equivalent, SPAN 210/220, and SPAN 212. Spanish majors must also take a proficiency exam following 210/220 and pass a comprehensive examination upon completion of the major before graduation.

Students planning careers in international business, government, or service should consult the department for specific course recommendations. The Modern Foreign Languages Department strongly encourages its majors to spend a period of time abroad in study and travel and helps those who wish to do so in every way it can.

■ **Spanish Minor.** A minor in Spanish consists of a minimum of five courses/16 semester hours beyond the 102 level. Spanish minors must also take a proficiency exam following 210/220.

■ **Teacher Certification.** Majors seeking certification in secondary education must complete a comprehensive major in Spanish as cited above. The State of Illinois will count SPAN 101 and 102 as part of the required 32 semester hours for certification although 101 and 102 do not count toward a major in Spanish. If students place out of 101 and/or 102 at Monmouth College, their transcript will indicate their proficiency at the 101 and/or 102 level. Thus, the proficiency test results will be allowed by the State of Illinois as the equivalent of having taken 101 and/or 102, for the sole purpose of counting courses since no credit will be given. Candidates must also complete the additional certification requirements described in the Education Department section of the catalog, and must include MFLG 460, Methods of Teaching Modern Foreign Language.

SPAN 101G. Elementary Spanish I. This course focuses on the essential elements of effective communication in the Spanish language. The student will acquire a basic competence in the four language skills (listening, speaking, reading and writing), and learn to appreciate the language as a communication system for a different culture, including its distinct thought processes and viewpoints. The department strongly encourages a minimum grade of C or above before proceeding to 102. (Four credits.)

SPAN 102G. Elementary Spanish II. A continuation of SPAN 101. Practice and acquisition of increasingly complex vocabulary and sentence structure, tenses and moods, leading to greater accuracy in oral and written expression. Prerequisite: A passing grade in SPAN 101 or placement. (Four credits.)

SPAN 201. Intermediate Spanish. Emphasis on the spoken and written language aimed toward accurate oral and written expression. Includes intensive review of grammar as well as readings and discussions of Hispanic culture. Prerequisite: A passing grade in SPAN 102 or placement. (Four credits.)

SPAN 210. Conversation and Writing Practice. Comprised of Spanish conversation, based on more sophisticated readings, a grammar review and writing practice, aimed toward increasingly accurate oral and written expression.

Prerequisite: SPAN 201 or its equivalent. (Three credits.)

SPAN 212. Advanced Grammar and Composition. Combines an intensive study of grammar with complementary writing projects designed to build and refine oral and written skills. Prerequisite: SPAN 201, its equivalent and/or consent of the instructor. (Three credits.)

SPAN 220. Proficiency in Spanish. (Taught in Spanish.) This course helps students attain a functional level of oral proficiency in Spanish. Emphasis is placed on developing students' skills in listening and speaking. Prerequisites: SPAN 201, equivalent, or consent of instructor. Not offered as a separate course but only in conjunction with SPAN 210. (One credit.)

SPAN 310. Introduction to Spanish Literature. A study of the genres of poetry, narrative, drama and essay. Introduction to literary analysis, using representative works of literature in Spanish. Prerequisite: SPAN 210/220 or SPAN 212 or consent of the instructor. (Three credits.)

SPAN 321. The Golden Age of Spanish Literature. An introduction to the *Quijote* and the poetry and drama of the Renaissance and Baroque periods. Prerequisite: SPAN 310 or consent of the instructor. (Three credits.)

SPAN 322. 19th Century Spanish Literature. A study of representative works from the Romantic, Realist, and Naturalist movements in Spain. Prerequisite: SPAN 310 or consent of the instructor. (Three credits.)

SPAN 323. 20th Century Spanish Peninsular Literature. An examination of compelling works of literature as a reflection of 20th-century Spanish society. Prerequisite: SPAN 310 or consent of the instructor. (Three credits.)

SPAN 324. Spanish American Literature. An overview of Latin American literature with special emphasis on contemporary literature. Prerequisite: SPAN 310 or consent of the instructor. (Three credits.)

SPAN 326. Topics in Spanish. A close study of a selected topic related to the Spanish language or literature. Previous topics have included Business Spanish, Focus on the Caribbean, Mexican Literature, Hispanic Drama, The Picaresque Novel. Prerequisite: SPAN 310 or consent of the instructor. (Three credits.)

SPAN 335. Survey: History and Culture of Spain and Latin Countries. A study of the history and culture of Spain and Latin America from early life on the Iberian Peninsula through the 19th century Latin American wars of independence. Conducted in Spanish. Prerequisites: SPAN 210/220 or SPAN 212 or consent of instructor.

SPAN 336. Special Topics in Hispanophone History and Culture. An in-depth focus on a particular area of culture in the Hispanophone world. Topic may center on a geographic region or country (e.g. the Caribbean), on (a) specific cultural attribute(s) (e.g. music, art and literature of the Andean Nations; 20th century Spanish film), or other selected area of study. Prerequisites: SPAN 212 or 310.

FRENCH

■ **French Major.** A major in French consists of a minimum of nine courses/28 semester hours beyond the 102 level. French majors must also take a proficiency exam following FREN 210/220, and must pass a comprehensive examination upon completion of the major and before graduation.

Students planning careers in international business, government or service should consult the department for specific course recommendations. The Modern Foreign Languages Department encourages its majors to spend a period of time abroad in study and travel and helps those who wish to do so in every way it can.

French Minor. A minor in French consists of a minimum of five courses/16 credit hours beyond the 102 level. French minors must also take a proficiency exam following FREN 210/220.

FREN 101G. Elementary French I. This course focuses on the essential elements of effective communication in the French language. The student will acquire a basic competence in the four language skills (listening, speaking, reading and writing), and learn to appreciate the language as a communication system for a different culture, including its distinct thought processes and viewpoints. (Four credits.)

FREN 102G. Elementary French II. A continuation of FREN 101. Prerequisite: A passing grade in FREN 101 or placement. (Four credits.)

FREN 201. Intermediate French. A one semester intermediate course designed to enable students to attain a functional level of proficiency in French. The emphasis is on the development of oral-aural skills (speaking and listening). Prerequisite: FREN 102 or placement. (Four credits.)

FREN 210. Advanced Composition and Conversation. A study of the structure of the French language beyond the intermediate level. Includes continued grammar study and written and oral composition aimed toward accuracy of expression. Prerequisite: FREN 201 or its equivalent. Offered only in conjunction with FREN 220. (Three credits.)

FREN 220. Proficiency in French. (Taught in French.) This course provides students with a functional level of proficiency in French. Emphasis is placed on developing students' skills in speaking, writing, listening-comprehension and reading. Prerequisites: FREN 201, its equivalent, or consent of the instructor. Not offered as a separate course but only in conjunction with FREN 210. (One credit.)

FREN 250. Special Topics. May be repeated for credit. (Three credits.)

FREN 252. Culture, Folklore, and Historical Background of the French-speaking World. This course is an introduction to different aspects of contemporary France: values, attitudes and beliefs. For a better understanding of both the high and popular culture, this course will also explore a number of political issues (the legacy of the occupation, decolonization, etc.) French civilization (history, literature and the arts) will be mainly treated as a means of better understanding present-day France. Prerequisite: FREN 201 or its equivalent. (Three credits.)

FREN 315. French Writing and Grammar. The aim of this course is to provide the grammatical knowledge and necessary grounding students need to comprehend complex readings and to write advanced papers in French. Prerequisite: FREN 210/220 or consent of instructor. (Three credits.)

FREN 321. *Explication de texte.* (Taught in French.) Students will be introduced to various strategies for analyzing literary and non-literary texts. Students will also study the aesthetics and theory of literary expression. Selected texts range from the 18th through the 19th century. Prerequisite: FREN 315. Offered alternate years. (Three credits.)

FREN 325. Business French. (Taught in French.) The goals of this course are both linguistic and substantive. In addition to learning professional vocabulary, students will study the functioning and characteristics of the French business world. The following topics will be covered: A) business letters, resume writing, interviews and job searching; B) overview of selected business cases; C) financial institutions; D) trade (etc.). Prerequisites: A good knowledge of basic French grammar and FREN 315. Offered alternate years. (Three credits.)

FREN 332. Perspectives in French Literature (Theater/Prose/Poetry). (Taught in French.) Organized by *genre* (theater, poetry,

or prose) and by *siècle* (century), this course provides an overview of French literature and major literary trends through the study of representative works from various periods. May be repeated for credit under a different topic. Prerequisites: FREN 315 and 321. Offered alternate years. (Three credits.)

FREN 423. Perspective in French Literature (Love). (Taught in French.) This course will address the relationship between love and desire as well as the representation of characters in love and characters loved, how female and male protagonists are portrayed as both active and passive at the same time. The selected works for this course range from the Middle Ages through the twentieth century. May be repeated for credit as topics vary. Offered alternate years. (Three credits.)

FREN 424. Francophone Literature. (Taught in French.) Reading some of the most compelling literary representations of children growing up in Africa or Antillean milieu, we will focus on themes, motifs, symbols and other literary devices used to articulate their reflections, dilemmas, perplexities and choices. Colonialism, assimilation, identity, the other versus the self are some of the themes to be explored in this course. Offered alternate years. (Three credits.)

JAPANESE

JAPN 101G. Elementary Japanese I. This course focuses on the essential elements of effective communication in Japanese language. The student will acquire a basic competence in the four language skills (listening, speaking, reading and writing), and learn to appreciate the language as a communication system for a different culture, including its distinct thought processes and viewpoints. The department strongly encourages a minimum grade of C or above before proceeding to JAPN 102. (Four credits.)

JAPN 102G. Elementary Japanese II. A continuation of JAPN 101G. Practice and acquisition of increasingly complex vocabulary and sentence structure, tenses and moods, leading to greater accuracy in oral and written expression. Prerequisite: A passing grade in JAPN 101G or placement. (Four credits.)

JAPN 201. Intermediate Japanese. A continuation of Beginning Japanese I and II to develop further language skills and cultural literacy. Designed to enable students to attain a functional levelof proficiency in Japanese. Prerequisite: A passing grade in JAPN 102 or its equivalanet. (Four credits.)

GERMAN

GERM 101G. Elementary German I. This course focuses on the essential elements of effective communication in the German language. The student will acquire a basic competence in the four language skills (listening, speaking, reading and writing), and learn to appreciate the language as a communication system for a different culture, including its distinct thought processes and viewpoints.

GERM 102G. Elementary German II. A continuation of GERM 101. Prerequisite: A passing grade in GERM 101 or placement. (Four credits.)

GERM 201. Intermediate German. A continuation of GERM 102 in which students complete their overview of German grammar and further develop their skills in speaking, listening, writing, and reading. Prerequisite: GERM 102 or placement. (Three credits.)

MODERN FOREIGN LANGUAGES

MFLG 220. Individual Study. Students arrange appropriate sophomore-level independent study projects with individual instructors in their major language. (One to four credits.)

MFLG 250. Special Topics. May be repeated. Prerequisite: SPAN 212 or consent of the instructor. (Three credits.)

MFLG 320. Individual Study. Students arrange appropriate junior-level independent study projects with individual instructors in their major language. (One to four credits.)

MFLG 340. Introduction to Linguistics and Phonetics. A course designed for students interested in the structure and phonetics of modern languages. (Three credits.)

MFLG 420. Individual Study. Students arrange appropriate senior-level independent study projects with individual instructors in their major language. (One to four credits.)

MFLG 460. Methods of Teaching Modern Foreign Languages. A study of the methods of teaching modern foreign languages. Required for secondary certification. Co-prerequisite: EDUC 340. (Three credits.)

MUSIC

Ian Moschenross, Assistant Professor, Chair
James E. Betts, Professor
Thomas Booth, Lecturer
Garold Fowler, Lecturer
Sarah Graham, Assistant Professor
Tony Oliver, Lecturer
Stephen Richter, Lecturer
Carolyn Suda, Lecturer
Brett Wolfe, Lecturer

Music Major.

• GENERAL MAJOR. The program for the general music major includes MUSI 121, 122, 125, 221, 222, 225, 321, 322, and 420; at least one course chosen from MUSI 203, 205, 256, 301, 302, or 304; four credits in applied music (at least three of which focus on the student's declared major instrument or voice. Only study in the declared major applied area will be counted toward the major GPA); participation in a Music Department ensemble during each semester the student is enrolled on campus (only one ensemble per semester will count toward the major GPA; that ensemble must involve the major applied area, except for pianists); attendance at campus concerts, recitals, and Music Convocations, to be factored into the major applied grade each semester at professor's discretion.

Music majors are required to demonstrate competence at the keyboard by passing all components of the piano proficiency exam, preferably by the end of the sophomore year (music education majors must pass the piano proficiency exam before student teaching begins). Declared music majors, or those contemplating a music major, should enroll in piano until passing the piano proficiency exam.

If the music major's advisor is not a music faculty member, it is strongly urged that the student find an advisor in the music department by the end of the freshman year.

Students intending to declare a major in music should do so by the end of the freshman year (with approval from and consultation with the music faculty). Music majors must declare a major applied area at this time.

The culminating experience for music majors is an independent study (MUSI 420) in the senior year, consisting of an in-depth investigation of a topic chosen by the student in conjunction with a member of the music faculty, preferably the advisor. The major should consult with the department for additional policies.

• PERFORMANCE. Music majors who concentrate in performance must take four credits in applied music in their declared applied area, present a half recital before the end of the junior year, and a full recital before the end of the senior year. A pre-recital hearing will take place three weeks before any degree recital. All recital repertoire must be performed at the hearing. Following the pre-recital hearing, the music faculty will either allow the recital to go forward, require a postponement, or cancel the recital. The music faculty reserves the right to declare any degree recital unsatisfactory. In such an event, the recital must be presented again (for the music faculty only), within one month of the original performance date, and at a satisfactory level. Failure to do so will result in a grade of 'F' in the major applied area for the semester. The independent study (MUSI 420) for performance majors should be conducted in conjunction with the senior recital. All requirements for the general major apply.

• ADDITIONAL REQUIREMENTS.

Juries: All students (regardless of major) enrolled in applied or group lessons will take a jury exam at the end of each semester. This is the equivalent to a final exam. Exemptions from this requirement may be given at the discretion of the applied professor.

Sophomore Evaluation: In the sophomore evaluation, held at the end of the sophomore year, the music faculty evaluates a music major's progress. Students are advised on strengths and weaknesses in music courses, ensembles, applied lessons, and piano proficiency. GPA and timely progress toward completing major requirements

are also considered. In a successful evaluation, the music faculty will advise appropriate steps to address any perceived weak points and encourage the student to continue in the major.

■ **Music Minor.** The minor in music is designed for those students who wish to develop both their performance skills and their general understanding of music. The minor requires two courses (taken in sequence) chosen from MUSI 121, 122, 221, or 222; MUSI 125 or 225 (Beginning or Advanced Aural Skills Lab); one course chosen from MUSI 203, 205, 256, 301, or 302; one course chosen from MUSI 321 or 322; two credits in applied music (including one credit in piano if not the major applied instrument); and four credits in Music Department ensembles. In addition, attendance at campus concerts and recitals is expected each semester.

■ **Teacher Certification.** Students preparing for certification in music education take MUSI 121, 122, 125, 221, 222, 225; three courses selected from 252, 253, 254, or 255; 301, 304, 321, 322, and 420; four credits in applied music; enrollment in a Music Department ensemble each semester the student is enrolled on campus. Music education majors present a half-recital during the junior year. Other requirements for the general major apply to all music education majors.

Candidates must also complete the certification requirements described in the Education Department section of the catalog.

Elementary education majors seeking middle school certification in music must take two courses (taken in sequence) chosen from MUSI 121, 122, 221, or 222; MUSI 125 or 225 (Beginning or Advanced Aural Skills Lab); one course from MUSI 321 or 322; MUSI 301; two credits in applied music (including one credit in piano if not the major applied instrument); and four credits in Music Department ensembles. For all other certification requirements, see the Education Department section of the catalog.

APPLIED MUSIC

Performance instruction is available by audition or by consent of the instructor and consists of one half-hour weekly lesson with at least one hour of daily practice for one-half credit per semester. With instructor's consent, music majors or other advanced students may study for one credit per semester, requiring a one-hour weekly lesson and at least two hours of daily practice.

As stated above, music majors must demonstrate competence at the keyboard by passing the piano proficiency exam. Piano study for music majors is strongly urged as a basis for further study in music.

Odd-numbered courses carry one-half credit per term; even-numbered courses carry one credit.

145G-1. Piano. (One-half credit.)
145-2. Beginning Class Piano for Majors/Minors. (One-half credit.)
145-3. Advanced Class Piano for Majors/Minors. (One-half credit.)
146G. Piano. (One credit.)
151G-1. Voice. (One-half credit.)
151G-2. Voice. (One-half credit.)
152G. Voice. (One credit.)
153G. Double Bass, Electric Bass, Guitar. (One-half credit.)
154G. Double Bass, Electric Bass, Guitar. (One credit.)
155G. Strings. (One-half credit.)
156G. Strings. (One credit.)
161G. Woodwinds. (One-half credit.)
162G. Woodwinds. (One credit.)
165G. Brass. (One-half credit.)
166G. Brass. (One credit.)
171G. Percussion. (One-half credit.)
172G. Percussion. (One credit.)

ENSEMBLES

The following ensembles are open to all students by audition or by consent of the instructor. Each carries one credit per semester.

131G-1. Jazz Band. (One credit.)
131G-2. Big Band. (One credit.)
131G-3. Jazz Combo. (One credit.)
134G-1. Men's Glee Club. (One credit.)
134G-2. Women's Glee Club. (One credit.)
181G. Chorale. (One credit.)
182G-1. Instrumental Chamber Music. (One credit.)
182G-2. Chamber Orchestra. (One credit.)
184G. Chapel Choir. (One credit.)
185G. Monmouth Winds. (One credit.)
186G. Monmouth College Pipe Band. (One credit.)
187G. Percussion Ensemble. (One credit.)
189G. Monmouth College Band. (One credit.)
250G. Handbell Choir. (One credit.)

COURSES

MUSI 101G. Introduction to Music. A study of musical materials, principles of organization, and historical styles. Designed to develop an understanding of music. Music majors or minors should enroll in MUSI 101 during their freshman year. (Three credits.)

MUSI 121. Theory of Music I. An introductory investigation into the basic theoretical foundations of music—melody, harmony, rhythm, tone color, and form—through the study of music from various stylistic periods and the development of composition and analysis. (Three credits.)

MUSI 122. Theory of Music II. A continuation of MUSI 121 at the elementary level. Prerequisite: MUSI 121 or consent of the instructor. (Three credits.)

MUSI 125. Beginning Aural Skills Lab. Companion lab to MUSI 121/122. Focus is on the development of listening, singing, and keyboard skills. Offered each semester. (One credit.)

MUSI 203G. Evolution of Jazz. A study of the origin and development of jazz and its components. Designed to develop an understanding of jazz as it relates to American society and other styles of music. Offering subject to staffing availability. (Three credits.)

MUSI 205G. History of American Music. A survey of music in North America (primarily the United States) from the colonial era to the present day. Emphasizes works, styles, and artists from a variety of musical traditions. Designed to develop an understanding and appreciation of the broad range of musical styles found in the United States and the equally broad range of cultural traditions from which they emerged. Offered in alternate years. (Three credits.)

MUSI 209G. World Music. Ethnomusicological studies designed to develop an understanding and appreciation of musical traditions in non-Western cultures. Offering subject to staffing availability. (Three credits.)

MUSI 221. Theory of Music III. A continuation of MUSI 122 at the intermediate level. Prerequisite: MUSI 122 or consent of the instructor. (Three credits.)

MUSI 222. Theory of Music IV. A continuation of MUSI 221 at the advanced level. Prerequisite: MUSI 221 or consent of the instructor. (Three credits.)

MUSI 225. Advanced Aural Skills Lab. Companion lab to MUSI 221/222. Focus is on the development of listening, singing, and keyboard skills. Offered each semester. (One credit.)

MUSI 250. Special Topics. (Three credits.)

MUSI 252. String Techniques. A study of the techniques of playing the violin, viola, cello,

and double bass for students preparing to teach music at the elementary or secondary level. Offered in alternate years. Prerequisite: MUSI 222 or consent of the instructor. (One credit.)

MUSI 253. Woodwind Techniques. A study of the techniques of playing the flute, oboe, clarinet, saxophone, and bassoon for students preparing to teach music at the elementary or secondary level. Offered in alternate years. Prerequisite: MUSI 222 or consent of the instructor. (One credit.)

MUSI 254. Brass Techniques. A study of the techniques of playing the trumpet, trombone, horn, euphonium, and tuba for students preparing to teach music at the elementary or secondary level. Offered in alternate years. Prerequisite: MUSI 222 or consent of the instructor. (One credit.)

MUSI 255. Percussion Techniques. A study of the techniques of playing snare drum, timpani, mallet instruments, drum set, and auxiliary percussion instruments for students preparing to teach music at the elementary or secondary level. Offered in alternate years. Prerequisite: MUSI 222 or consent of the instructor. (One credit.)

MUSI 256G. Vocal Diction and Literature. Designed to introduce the International Phonetic Alphabet to music students as a means of learning correct pronunciation in commonly used languages in vocal music: Italian, German, French, Latin, and Spanish. Students will apply their knowledge of IPA through performance of vocal literature in each language. Offered in alternate years. Prerequisite: consent of the instructor. (Two credits.)

MUSI 301. Introduction to Conducting. An introduction to the principles of conducting that includes interpretive study of choral and instrumental scores. May include conducting campus music groups and keyboard exercises. Offered in alternate years. Prerequisite: MUSI 222 or consent of the instructor. (Three credits.)

MUSI 302. Form and Analysis. An examination of the significant formal structures in Western tonal music through various analytical techniques. Offered in alternate years. Prerequisite: MUSI 222. (Three credits.)

MUSI 304. Orchestration & Arranging. An exploration of the properties of musical instruments and voices and their combination in ensembles. Students analyze characteristic uses of instruments in standard literature and arrange music for a variety of performing groups, using computer techniques in this process. Offered in alternate years. Prerequisite: MUSI 222 or consent of the instructor. (Three credits.)

MUSI 321. History and Literature of Music I. A study of music from the earliest times to 1750. Emphasizes works, styles, and formal and theoretical considerations. Includes an introduction to bibliographic materials and procedures for research in music. Offered in alternate years. Prerequisite: MUSI 222 or consent of the instructor. (Three credits.)

MUSI 322. History and Literature of Music II. A study of music from 1750 to the present. Emphasizes works, styles, and formal and theoretical considerations. Includes continued study of bibliographic materials and procedures. Offered in alternate years. Prerequisite: MUSI 222 or consent of the instructor. (Three credits.)

MUSI 420. Independent Study. Individual study of a topic of special interest directed by a member of the music faculty. May be repeated for credit. Prerequisite: MUSI 322 or consent of the instructor. (Three credits.)

PHILOSOPHY AND RELIGIOUS STUDIES

Hannah Schell, Associate Professor, Chair
Kathleen Fannin, Chaplain
Anne Mamary, Assistant Professor
David Suda, Professor

The department encompasses two disciplines that share a commitment to pursue the fundamental questions of human existence, particularly at the intersection of faith and knowledge, and to examine the various ways in which the traditions of philosophy and religion have answered these questions.

The philosophy program is designed to encourage students to think creatively and critically, to analyze important texts and issues in the history of philosophy, and to bring challenges and contemporary perspectives to that tradition. The term 'philosophy,' which literally translates as 'love of wisdom,' can be understood as the reasoned pursuit of truth. The breadth of the aim means that courses in philosophy range from considerations of how we should live to the nature of human knowing.

The academic study of religion is an exciting approach to a liberal arts education. It is inherently interdisciplinary—drawing upon the insights of history, sociology, politics, philosophy and literature, among others. The program is designed to provide opportunities for students to approach religious traditions in a variety of ways—including an exploration of rituals, beliefs, theology, ethics, communal worship, etc. With courses in the study of the Bible and the history of Christian thought, the major gives students a solid grounding in Christian traditions. The program is further designed to expose students to the rich history and variety of the world's religious traditions.

■ **Philosophy Major.** The Philosophy major consists of eleven courses: Introduction to Philosophy (PHIL 101), Logic (PHIL 201), Ethics (PHIL/RELG 207), two courses from the history sequence—Classical and Medieval Philosophy (PHIL 305), Modern Philosophy (PHIL 307), and Contemporary Philosophy (PHIL 311), a one-credit research course (PHIL 452), a senior project (PHIL 450), and four electives.

■ **Religious Studies Major.** The Religious Studies major consists of ten courses: two courses in sacred scripture (RELG 101, 108 or other designated courses); two courses in beliefs and practices (RELG 210, 300 or other designated courses); two courses in theology/philosophy (RELG 200, 207, 213 or other designated courses); three electives in Religious Studies; plus a senior project, either an independent research project (RELG 320 and RELG 450) or an additional elective in Religious Studies taken in combination with (RELG 320).

■ **Philosophy Minor.** A Philosophy minor consists of five courses: Introduction to Philosophy (PHIL 101), two courses in the history sequence, and two elective courses in philosophy.

■ **Religious Studies Minor.** A Religious Studies minor consists of five courses: Introduction to Old Testament (RELG 101) or Introduction to New Testament (RELG 108), Topics in the History of Christian Thought (RELG 200), a course in cross-cultural materials (such as RELG 300), and two elective courses in religious studies.

■ **Philosophy and Religious Studies Minor.** The joint minor consists of five elective courses, with at least two in each discipline, and at least one course above the 200 level; the set of five courses must be approved by the department chair when the minor is declared. The minor is not available to philosophy or religious studies majors and acts as an alternative to both majors and both minors.

PHILOSOPHY

PHIL 101. Introduction to Philosophy. Many issues that we deal with in daily life are ultimate-

ly philosophical issues. Philosophy is defined as "love of wisdom." This course will lead students to explore some fundamental philosophical questions. These questions include: What is reality? What is knowledge? How do we know anything? What is good? What is truth? What is beauty? What is the foundation of human morality? Is morality absolute or relative? Does God exist? What is happiness? What is a person?, etc. Logical reasoning and argumentation will be strongly emphasized. Students will have opportunities to look into these issues and develop their own coherent views. No prior knowledge of philosophy is required. (Three credits.)

PHIL 201. Critical Thinking: Introduction to Logic. A study of fundamental distinctions required for effective reasoning such as definition, truth, validity, deduction, induction, and fallacies. We will focus on the application of procedures for testing the validity of arguments in concrete situations. (Three credits.)

PHIL 207. Ethics: Philosophical and Religious. An introduction to philosophical and religious ethics as distinct yet interrelated ways of thinking critically about human action. Issues include natural laws, absolute rules, divine commands, human rights, virtues and vices, conscience, freedom, determinism, accountability, whether there are moral facts, and the challenges of moral relativism. Specific moral issues may include: sexual ethics, violence and peace, economic justice, environmental ethics, business ethics, race, gender, etc. No prerequisites. (Also RELG 207.) (Three credits.)

PHIL 211. Philosophy of Education. The course will explore some of the following issues: What are education, learning, understanding, knowing, thinking, consciousness, the self, purpose, and creativity? How do these originate? What is teaching? How should teachers fulfill their role in the educational process? How is education related to the good life? What do we mean by choice and control? Should teachers exert control over what students learn and how they learn? How do philosophical assumptions about education affect how and what a teacher teaches? This course is designed for students entering the teaching profession. Prerequisite: Sophomore standing. (Three credits.)

PHIL 213. Philosophy of Religion. Can the existence of God be proven? Is religion rational? Do we have free will? Is there life after death? Can religious experience be verified? This is an introduction to the basic problems and issues that constitute contemporary philosophy of religion. In addition to a basic survey of the field, this course will focus on a particular issue, such as rationality and religion, religious pluralism, or proofs for the existence of God. No prerequisites. (Also RELG 213.) (Three credits.)

PHIL 225. Philosophy and Feminism. This course will offer an introduction to some of the questions that shape feminist philosophy today. What connections are there between feminist philosophy and feminist writing in other disciplines and feminist movements inside and outside the academy? The class will assume the importance of diverse women's voices. Reading theoretical, literary, and experimental texts which challenge the distinction between theory and literature, the class will focus on how an awareness of the intersections of race, class, sexuality, gender, ability, and ethnicity is vital for disciplinary and interdisciplinary study in feminist philosophy. (Three credits.)

PHIL 250. Special Topics. (Three credits.)

PHIL 300. Philosophy and Religions of Asia. An introduction to the origins, histories, thought, practices, and developments of the great religions and philosophies of Asia. The course will study some of the following: Hinduism, Buddhism, Confucianism, Shintoism, Taoism, Zoroastrianism, Jainism, and Sikhism. Eastern philosophies will be explored in religious and cultural contexts. This course meets the cross-cultural requirement of the religious studies major. (Also RELG 300.) (Three credits.)

PHIL 305. Classical and Medieval Philosophy. A basic introduction to the classic texts, figures, and movements of philosophy. The emphasis will be on understanding classic and medieval philosophical works in their historical context. Different concepts of reality, the cosmos, truth, knowledge, good, evil, justice, the will, and divinity will be explored. No prerequisites. (Three credits.)

PHIL 307. Modern Philosophy. This course will trace the development of European modernity, from its beginnings in the Renaissance through the Reformation and Scientific Revolution and into the 18th and 19th centuries. We will look especially at how the rise of modernity, as expressed by the Rationalists, the Empiricists and through the Kantian turn, shaped European views of nature, science, mind, body, spirit/faith and the nature of human beings. The emphasis will be on understanding modern philosophical works in their historical context. Recognizing that how we conceptualize ourselves and our world is shaped by our cultural moments, we will also consider challenges to modern European conceptions of people and our planet. No prerequisites. (Three credits.)

PHIL 310. Environmental Ethics. An examination of ecological problems caused by human activities and possible solutions, starting with a rethinking of the relationship between human beings and nature. From different perspectives the course will investigate various interrelated issues ranging from ethical to metaphysical, including: Do we have an obligation to natural objects? If there should be an environmental ethic, what kind of ethic should it be? Students will have opportunities to develop and express their own views on these issues. Prerequisite: Senior standing or permission of instructor. (Also RELG 310.) (Three credits.)

PHIL 311. Contemporary Philosophy. A basic introduction to the texts, figures, and movements of contemporary philosophy, with specific reference to developments in phenomenology, existentialism, philosophy of language, post-structuralism, and philosophy of mind. The course examines the historical developments that led to these concepts and questions, as well as the central divide between analytic and continental thought. (Three credits.)

PHIL 315G. Philosophy of Art. An examination of perennial questions concerning beauty in works of art and nature, the attribution of value, the relation of aesthetic judgment and imagination to cognition and moral duty, and the impact of these matters on inquiries in related disciplines, *i.e.*, linguistics, psychoanalysis, and religious studies. Prerequisite: Junior standing. (Three credits.)

PHIL 320. Individualized Study. Directed research and writing in an area of special interest to the student. May be repeated for credit. (One to three credits.)

PHIL 330. Theories of Knowledge. This course will introduce several of the major philosophical approaches to the question of what it means to know. Through a historical survey of primary sources, we will become familiar with the classical conception of knowledge as justified true belief and we will understand how modern challenges to this view—including skepticism regarding the senses and the problem of induction—have shaped contemporary movements in epistemology. This course is intended primarily for students in their Sophomore, Junior, and Senior years. (Three credits.)

PHIL 336. Poetics of the Self. An investigation of some questions that arise from an awareness of one's own self. The intent is to place the question "Who am I?" into a critically manageable context. Emphasizes discovery of the self and various strategies for making sense of who one is. There will be particular emphasis on love and on the need for models (plots, paradigms, myths) in defining our existence. Prerequisite: Senior standing. (Also ISSI 436.) (Three credits.)

PHIL 350. Topics in the History of Philoso-

phy. This course will examine a particular figure, period, or theme in the history of philosophy, in a more focused manner than a survey course will allow. Emphasis will be placed on the significance of these ideas for contemporary debates and perspectives. (One to three credits.)

PHIL 411. Political Philosophy from Plato to the Present. A historical survey and philosophical analysis of political theory from ancient Greece to the present. Includes works by Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill. (Also POLS 411 and ISSI 435.) (Three credits.)

PHIL 413. Suffering, Evil, and Hope. Why is there suffering and evil? What is our responsibility in the face of suffering? Are there grounds for hoping that suffering may one day cease? This class focuses on the long tradition of religious and philosophical reflection on these and related questions. The course features classic texts, novels, and film. Prerequisite: Senior standing or permission of instructor. (Also ISSI 413.) (Three credits.)

PHIL 450. Senior Project. A thorough examination of a topic in philosophy and the composition of an extended essay involving in-depth research and analysis and/or synthesis under the individualized direction of a faculty member, or in a seminar. Required for majors in philosophy as the culminating experience of their program of study, and open only to Senior majors. (One to three credits.)

PHIL 452. Senior Research. This course is designed for students conducting independent research in preparation for their senior projects in philosophy. Through regular meetings with the project advisor and individual research, students will begin the semester reading broadly in the relevant scholarship to generate and then focus a topic for the senior project. The remainder of the semester will consist of more focused research. Graded credit/no-credit. (One credit.)

RELIGIOUS STUDIES

RELG 101. Introduction to the Old Testament. A study of the text of the Old Testament in its historical and cultural context. Against the background of ancient Near Eastern civilizations, the story of Israel is traced from its formation as a people through the rise of the monarchy, exile, and return. The complex web of traditions that shaped Israel's identity is analyzed, and the historical, literary, and theological dimensions of the texts are explored. No prerequisites. (Three credits.)

RELG 103. Friends, Neighbors, Lovers, and Enemies. We have become a global society with technologies that connect us across political boundaries and increasingly complex relationships as technologies and transportation provide opportunities to encounter a vast diversity of religions and cultures on a daily basis. Within this multicultural, multilingual, multiracial, multi-religious milieu, what does it mean to be a friend? Who is my neighbor? What is the meaning of sex and marriage? How are interfaith marriages shaping culture? Who are my enemies? How should I relate to enemies? This course explores the intersection of human relationships with the moral vision of several major religious traditions. A broad range of personal and social ethical issues may be explored, such as abortion, capital punishment, ecology, economics and welfare, euthanasia, marriage, racism, and warfare. The principal format of the class is discussion. No prerequisites. (Three credits.)

RELG 108. Introduction to the New Testament. A study of first-century Christian literature in its historical and cultural contexts. The course will focus on the historical Jesus, Paul's epistles, and the Jewish framework of early Christian faith and practice in Hellenic-Roman culture. No prior knowledge of the New Testament, Judaism, or Christianity is required. (Three credits.)

RELG 150. Religion and Religions. What is

religion? How do we make sense of religions in all of their diversity and all of their complexity? This course exposes students to an array of theories about religion, including sociological, anthropological, psychological and phenomenological. It also engages the issues that arise in comparing traditions through a consideration of such issues as ritual, community and sacred texts. (Three credits.)

RELG 200. Topics in the History of Christian Thought. Introduction to the history of Christian thought, from their missionary work of Paul to the development of basic church teachings in figures like Augustine, Anselm, Aquinas, Julian of Norwich; the Reformation (Luther, Calvin, others) through to developments in the modern period, and the variety of Christian responses to contemporary culture. This course may focus on a particular theme or time period. Students may repeat this course for credit by permission of department chair. (Three credits.)

RELG 207. Ethics: Philosophical and Religious. An introduction to philosophical and religious ethics as distinct yet interrelated ways of thinking critically about human action. Issues include natural laws, absolute rules, divine commands, human rights, virtues and vices, conscience, freedom, determinism, accountability, whether there are moral facts, and the challenges of moral relativism. Specific moral issues may include sexual ethics, violence and peace, economic justice, environmental ethics, business ethics, race, gender, etc. No prerequisites. (Also PHIL 207.) (Three credits.)

RELG 210. Judaism and Islam. A study of the origins, history, rituals, sacred writings, beliefs, practices, and modern developments among Jews and Muslims. Special attention is given to understanding similarities and differences between Judaism, Christianity, and Islam as monotheistic traditions which all trace their roots to Abraham. No prerequisites. This course meets the cross-cultural requirements of the religious studies major. (Three credits.)

RELG 213. Philosophy of Religion. Can the existence of God be proven? Is religion rational? Do we have free will? Is there life after death? Can religious experience be verified? This is an introduction to the basic problems and issues that constitute contemporary philosophy of religion. In addition to a basic survey of the field, this course will focus on a particular issue, such as rationality and religion, religious pluralism, proofs for the existence of God, or the problem of evil. No prerequisites. (Also PHIL 213.) (Three credits.)

RELG 220. Women and Religion. This course explores the religious lives of women across cultures and religious traditions. Course readings include writings by women religious leaders and lay participants as well as essays about women in a variety of religious contexts. Attention is paid to the uniqueness and diversity of women's experience within religious traditions, including the experience of oppression but also of empowerment. This course meets the cross-cultural requirement of the religious studies major. (Three credits.)

RELG 244. Religion and Politics. 'Secularization' thesis prevailed among the social scientists during the 1950's and 1960's. This thesis assumed that under the influence of industrialization, urbanization and modernization religion will become less important in the public and the private spheres. The emergence of highly politicized religious movements have posed a severe challenge to the secularization thesis. In this course we will explore the relationship between religion and politics by examining contemporary movements such as the Christian Right in the U.S. Hindu fundamentalism in India and political Islam in the Middle East and South Asia.

RELG 250. Special Topics. (One to three credits.)

RELG 300. Philosophy and Religions of Asia. An introduction to the origins, histories, thought, practices, and developments of the great religions and philosophies of Asia. The

course will study some of the following: Hinduism, Buddhism, Confucianism, Shintoism, Taoism, Zoroastrianism, Jainism, and Sikhism. Eastern philosophies will be explored in religious and cultural contexts. This course meets the cross-cultural requirement of the religious studies major. (Also PHIL 300.) (Three credits.)

RELG 310. Environmental Ethics. An examination of ecological problems caused by human activities and possible solutions, starting with a rethinking of the relationship between human beings and nature. From different perspectives, the course will investigate various interrelated issues ranging from ethical to metaphysical, including: Do we have an obligation to natural objects? If there should be an environmental ethic, what kind of ethic should it be? Students will have opportunities to develop and express their own views on these issues. Prerequisite: Senior standing or permission of instructor. (Also PHIL 310.) (Three credits.)

RELG 312. Religion in America. The story of American religious history is an important narrative about our country's identity. Recent work in the field has focused on what has been left out of the old stories and how we might better account for the experiences of women, of minorities, and of those groups who challenge the dominate theologies and practices. This course covers the colonial period through to contemporary developments, including secularization, New Age movements and the flourishing of the world's religious traditions within an American context. Students will be exposed to some of the recent work in the field that explores the various ways to tell the story of American religious history. Course topics will vary from year to year. Possible topics include: Christianity in America, African-American religious history, new religious movements and utopian experiments, women in American religious history or the world's religions in America. (Also HIST 312.)

RELG 320. Individualized Study. Directed research and writing in an area of special interest to the student. May be repeated for credit. (One to three credits.)

RELG 350. Contemporary Issues in Religious Studies. This course examines a contemporary issue in the study of religion and draws upon recent scholarship in the field. (One to three credits.)

RELG 414. Economy, Community, and Ethics. Economic issues increasingly dominate our lives as we enter the 21st century. This course examines moral and ethical issues related to living and laboring in a global economy. What resources do the Judeo-Christian traditions provide for navigating an economically interdependent world? Prerequisite: Senior standing. Permission for non-seniors should be directed to the department chair. (Also ISSI 414.) (Three credits.)

RELG 450. Senior Project. A thorough examination of a topic in religion and the composition of an extended essay involving in-depth research and analysis and/or synthesis under the individualized direction of a faculty member, or in a seminar. Required for majors in religious studies as the culminating experience of their program of study, and open only to Senior majors. (One to three credits.)

RELG 479. Cosmology and Creation. An investigation, from Western and Eastern points of view, of the origin of the universe and our place in it, this course raises issues that confront most thinking people at some point in their lives. It will examine differing viewpoints, such as myth and truth, creation and evolution, science and religion and critically study the contributions of scientists—both physical and biological, philosophers—ancient and modern, and theologians—traditional and non-traditional, and notice where these scholars interrelate and where they part company. (Also ISSI 479.) (Three credits.)

PHYSICAL EDUCATION

Terry L. Glasgow, Professor, Chair
Steve Bell, Instructor, Coach
Chad Braun, Instructor, Coach
Keith Crawford, Instructor, Coach
Bob Foster, Athletic Trainer
Roger D. Haynes, Instructor, Coach
Melissa Jones, Instructor, Coach
Dave Ragone, Instructor, Coach
Kari L. Shimmin, Instructor, Coach

■ **Physical Education Major** (without teacher certification). Each student majoring in Physical Education but not seeking teacher certification must complete PHED 110; 131; 180; 190; 210; 211; 212; 220; one course chosen from PHED 315 or 423; one course chosen from 316, 317, 318, or 319; 421; 430; and 450.

■ **Teacher Certification.** A major field teacher preparation program requires PHED 180; 190; 210; 211; 212; 220; 315; one course chosen from PHED 316, 317, 318, or 319; 325; 421; 423; 425; and 430. Students who complete this program and satisfy additional certification requirements as described in the Education Department section of the catalog qualify for the special K-12 certificate. Those who seek only high school certification should refer to the Education Department section of the catalog on secondary education.

Students with teaching majors in other content areas may select physical education as a second teaching field. Such students must complete PHED 210, 211, 212, 311, 315, 320, 420 (one semester hour), 423, and 430. Students who wish to be certified to teach physical education should refer to the education department section of the catalog.

■ **Health Endorsement.** *See Department of Education.*

BASIC-SKILL COURSES

Each basic-skill course carries one credit, and a maximum of six credits in basic skills may be counted toward the degree. Credit for a particular course will be granted only once.

PHED 101. Fundamentals of Basketball. CR/NC. (One credit.)

PHED 102. Fundamentals of Volleyball. CR/NC. (One credit.)

PHED 110. Physical Fitness. CR/NC. (One credit.)

PHED 111. Weight Training. CR/NC. (One credit.)

PHED 122. Beginning Golf. CR/NC. (One credit.)

PHED 123. Beginning Tennis. CR/NC. (One credit.)

PHED 131. Swimming. CR/NC. (One credit.)

PHED 134. Archery. CR/NC. (One credit.)

PHED 136. Badminton. CR/NC. (One credit.)

PHYSICAL EDUCATION COURSES

Please note specific courses are offered in alternate years.

PHED 137. Lifeguarding. For advanced swimmers who wish to learn the skills and techniques necessary to become qualified lifeguards. The course covers swimming, rescue skills, personal safety skills, lifeguard techniques, first aid, professional-level cardiopulmonary resuscitations skills and knowledge, and management techniques for aquatic environments. Upon successful completion of the course, students receive the American Red Cross certificate in lifeguarding, first aid and safety, and profes-

sional CPR. Prerequisite: Must pass swimming test at first class. (One credit.) CR/NC.

PHED 180. Personal and Community Health. An examination of personal and community health problems and information concerning personal, family, and community health for prospective teachers of health. (Three credits.)

PHED 190. Foundations of Physical Education. An introduction to the profession emphasizing its history, principles, objectives, programs, and opportunities. Non-majors need permission from department chair to enroll. (Three credits.)

PHED 210. Individual Sports. An analysis of the skills necessary to perform and teach selected individual sports. The student must demonstrate proficiency in each of the individual sports. Prerequisite: PHED 190, non-majors must have permission of chair. (Three credits.)

PHED 211. Team Sports. An analysis of the skills, tactics, and strategies involved in basketball, football, volleyball, soccer, and softball with special emphasis on teaching the skill progressions in the respective sports. Prerequisite: PHED 190, non-majors must have permission of chair. (Three credits.)

PHED 212. Rhythmic Activities. A study of the fundamentals of rhythms and of social, folk, and square dance. Emphasizes analysis of the skills and techniques of these rhythmic activities with special attention to methods of teaching them. (Two credits.)

PHED 220. Physical Fitness Concepts. A study of the role and value of physical fitness and exercise in the development of healthy bodies. Includes coverage of bodily responses to exercise, training principles, physical fitness evaluation techniques, and exercise program development. Participation in strenuous fitness activities is included. (Two credits.)

PHED 250. Special Topics. (One to three credits.)

PHED 250-1. An examination of various health issues that affect society. Topics to be inlcuded are sex education, nutrition and drug awareness. Designed to acquaint prospective teacher of health with knowledge of these and related topics. Prerequisite: Junior standing, teacher education track, EDUC 340.

PHED 250-2. See Department of Education requirements.

PHED 311. Elementary School Physical Education. A study of the development of the physical education programs in the elementary grades. Emphasizes application of motor development principles to program content and methods of teaching physical education in the elementary school. Prerequisite: EDUC 200 and 201. Junior standing or chair approval. (Three credits.)

PHED 315. Kinesiology. An analysis of the mechanics and anatomy of human motion. *Suggested* prerequisite: BIOL 204, Junior standing or chair approval. (Three credits.)

PHED 316. Coaching of Volleyball and Softball. A study of the methods and techniques of coaching volleyball and softball. Emphasizes analysis of skills, team formation, and strategy. Non-majors must have permission of the department chair to enroll. (Three credits.)

PHED 317. Coaching of Football. A study of the methods and techniques of coaching football. Offered in alternate years. Prerequisite: Non-majors must have permission of the department chair to enroll. (Three credits.)

PHED 318. Coaching of Basketball. A study of the methods and techniques of coaching basketball. Offered in alternate years. Prerequisite: Non-majors must have permission of the department chair to enroll. (Three credits.)

PHED 319. Coaching of Baseball and Track. A study of the methods and techniques of coaching baseball and track and field. Offered in alternate years. Prerequisite: Non-majors must have permission of the department chair to enroll. (Three credits.)

PHED 320. Curriculum and Methods of High School Physical Education. A study of the methods of teaching physical education in secondary schools. Open only to teacher education candidates in physical education in secondary schools. May not be counted toward a major in physical education. (Also EDUC 340.) Prerequisite: EDUC 200 and 201. Junior standing or chair approval. (Three credits.)

PHED 325. Athletic Training and First Aid. A study of athletic injuries and first aid emphasizing safety and precautionary techniques in athletics, physiological conditioning, diet, taping and bandaging, treatment, and rehabilitation. (Two credits.)

PHED 420. Independent Study. Developed with the guidance of the department chair. *Arrangements must be made with the chair before a student may enroll.* (One to three credits.)

PHED 421. Organization and Administration. A study of the administration of physical education, intramural, and athletic programs. Coverage also includes administrative theory and functions. Prerequisite: Junior standing; open only to Physical Educaiton majors. (Three credits.)

PHED 423. Physiology of Exercise. A study of functional responses of the human body during movement with special attention to the elementary physiological principles underlying exercise and training. Junior standing or chair approval, PHED 315 suggested. (Three credits.)

PHED 425. Tests and Measurements in Physical Education. A study of tests and measurements used in physical education. Emphasizes the administration of tests and grading procedures. Open only to teacher education candidates in physical education. Prerequisite: Junior standing or permission of chair. (Three credits.)

PHED 430. Adapted Physical Education. A study of physical education for the atypical student. Emphasis is on the study of various disabling conditions and the role of exercise for those conditions. Open only to teacher education candidates in physical education and (non-teaching) majors in physical education. Prerequisite: PHED 190 and Junior standing. (Three credits.)

PHED 450. Problems in Physical Education. May include projects, internships, individual study, and other forms of independent study. Designed as the culminating experience for majors not seeking teaching certification. Prerequisites: Senior standing and approval of the department chair. (Three credits.)

PHYSICS

Christopher G. Fasano, Associate Professor, Chair
Rajkumar Ambrose, Professor
Michael Kroupa, Visiting Assistant Professor
Christos Velissaris, Visiting Assistant Professor

■ **Physics Major.** The department major includes seven or more courses, no fewer than 28 semester hours, approved by the department. At least two courses must be at or above the 300 level and the student must complete the prerequisite mathematics courses (typically the calculus sequence through differential equations). Unless prior study or experience persuades the department to the contrary, students should expect to include PHYS 130, 132, 134, 208, 210 or 280, 303, 310, 315L and 420 in their program. All Juniors and Seniors are expected to participate in the science seminar (PHYS 350). Seniors must complete a senior research project (PHYS 420).

■ **Physics Minor.** The department minor requires five courses: PHYS 130 and 132, two courses numbered above 200, and one course numbered above 300. The PHYS 134 or 190 course may be substituted for a 200 level course.

■ **Teacher Certification.** A Physics major can prepare for secondary level certification by completing the major cited above and by adding the requirements described in the Education Department section of the catalog including EDUC 342. Physics majors should complete at least eight semester hours in biology to qualify to teach general science.

PHYS 103G. Astronomy. An introduction to the study of our universe—its structures and their origin and evolution. Topics include the earth, the moon, planets and stars and how they affect our lives. Simple laboratory experiments and telescopic observation are part of the course. (Four credits.)

PHYS 130G. Introductory Physics I. Topics in classical mechanics, including kinematics, Newton's laws, work-energy principles, momentum and impulse, and rotational motion. Some differential calculus is used. Co-requisite: MATH 151. (Four credits.)

PHYS 132G. Introductory Physics II. Continuation of Physics 130. Topics include electricity, magnetism, and simple circuit analysis. Differential and integral calculus used freely. Co-requisite: MATH 152. (Four credits.)

PHYS 134. Introductory Physics III. Continuation of PHYS 132. Topics include physical, waves, oscillating motion, optics, special relativity, and introductory quantum physics. (Three credits.)

PHYS 190. Digital Electronics for Computer Science. An introduction to digital circuit design, both combinational and sequential, and their application in constructing digital instruments. Includes microprocessor and elementary assembly language. There is a strong laboratory component to this course. (Four credits.)

PHYS 208. Classical Mechanics. An introduction to the study of particles and systems under the action of various types of forces. Includes harmonic oscillator, central force and Lagrangian formulation. This course makes elegant use of mathematical techniques in solving physical problems. Prerequisites: MATH 254 and PHYS 132. (Three credits.)

PHYS 210. Circuit Analysis. Introduction to the techniques of analyzing resistive, capacitive, and inductive circuits. Topics include Kirchoff's rules, Thevenin's theorem, node-voltage method, mesh-current method, properties of RL, RC, and RLC circuits. Offered in alternate years. Prerequisite: PHYS 132. (Four credits.)

PHYS 211. Analog Electronics. Topics include high and low pass filters, differentiators, integrators, detailed study of transistor circuits, operational amplifiers, comparators, Schmitt triggers, and oscillator circuits. There is a strong laboratory component to this course. Offered

in alternate years. Prerequisite: PHYS 132 or consent of the instructor. (Four credits.)

PHYS 212. Optics. A study of geometrical and physical optics. Topics include optical instruments, interference, diffraction, dispersion, and topics in modern optics. Offered in alternate years. Prerequisites: MATH 254 and PHYS 132 or consent of the instructor. (Four credits.)

PHYS 214. Computational Methods for the Natural Sciences. This course will introduce students to the practice of solving problems in the natural sciences using computers. After an introduction to scientific programming, students will learn how to formulate scientific questions in ways that allow them to be solved numerically. After forming questions for study, they will learn how to write their own computer programs to solve these problems. Topics covered will include the use of numerical differentiation and integration, numerical solutions to differential equations, numerical simulation, and approximation techniques to solve specific problems in the natural sciences. This course should serve to provide students with the tools necessary to begin solving computationally intensive problems that occur in the natural sciences. It should be of interest to students in Physics, Chemistry, 3-2 Engineering, Mathematics, Computer Science and Biology. Prerequisites: PHYS 132, COMP 160, or consent of the instructor. MATH 323 encouraged. (Three credits.)

PHYS 250. Special Topics. (One to three credits.)

PHYS 280. Introduction to Modern Physics. This course will serve to introduce students to the physics of the 20th and 21st centuries. Topics will include introductory atomic physics, nuclear physics, condensed matter physics and particle physics. The course will spend significant time on the modern physics ideas, experimental results, and phenomenology that underlie these topics. Prerequisite: PHYS 130, 132. Prerequisite or co-requisite: PHYS 134. (Three credits.)

PHYS 303. Electricity and Magnetism. A detailed introduction to the principles of electrodynamics. Topics include electrostatics and magentostatics, both in vacuum and matter, and the development of Maxwell's equations to study electromagnetic fields. Prerequisites: MATH 254 and PHYS 132. (Three credits.)

PHYS 310. Quantum Mechanics. This course will introduce concepts of modern quantum mechanics, including an historical introduction, a review of related classical mechanics techniques and the required mathematical concepts. Topics include postulates of quantum mechanics, matrix formulation, one-dimensional potentials, and the Heisenberg uncertainty principle. Prerequisites: MATH 254 and PHYS 208. (Three credits.)

PHYS 312. Quantum Mechanics II. Further development of the mathematical methods of quantum mechanics. Three-dimensional potential problems are considered in greater detail. Topics include the hydrogen atom, angular momentum and spin, perturbations, and introductory relativistic quantum mechanics. Prerequisite: PHYS 302. (Three credits.)

PHYS 315L. Advanced Laboratory. This course will help students to learn advanced laboratory techniques and data analysis in Physics. The students will do a selection of 6 to 8 advanced laboratories in Optics, Atomic Physics, Solid State Physics, and Nuclear Physics. Prerequisite: PHYS 132. (One credit.)

PHYS 325. Solid-State Physics. An introduction to solid-state physics, including crystal structure and the thermal, dielectric, and magnetic properties of solids. Topics include band theory and semiconductors, phonons, and superconductivity. Offered in alternate years. Prerequisite: PHYS 302. (Four credits.)

PHYS 350. Science Seminar. An introduction to the literature of the physical sciences providing the student with the opportunity to prepare and present reports. Required of Juniors

and Seniors majoring in chemistry and physics. Other students are invited to participate. May be repeated up to four credits. CR/NC. (One credit.)

PHYS 356. Statistical Physics. An introduction to thermodynamics and statistical mechanics. Topics include entropy and temperature, Boltzmann distribution, chemical potential and the Gibbs distribution and Fermi and Bose gases. Offered in alternate years. Prerequisite: PHYS 134 or consent of instructor. (Three credits.)

PHYS 401. Independent Study. Special topics in physics. Prerequisites: PHYS 210, 211 or 212, 303, and 325 or 356. (One to three credits.)

PHYS 420. Senior Research. An individual project in theoretical or experimental physics chosen by the student in consultation with the physics faculty. Prerequisites: PHYS 208, 210, 302, and 303. (Four credits.)

POLITICAL ECONOMY AND COMMERCE

Michael L. Connell, Professor, Chair
James Bovinet, Associate Professor
Don Capener, Associate Professor
Jon Carlson, Visiting Assistant Professor
Karen Cates, Lecturer
Frank Gersich, Professor
Haryanto, Assistant Professor
Richard Johnston, Associate Professor
J. Rodney Lemon, Professor
Kenneth McMillan, Associate Professor
Judy Peterson, Associate Professor
Kelly Schultz, Lecturer

The Department of Political Economy and Commerce offers programs in both business administration and economics. The department offers the opportunity to take advanced courses in management, finance, marketing, international business, and public policy.

The department's focus, and hence its name, is a general approach to economic and commercial activity. The department emphasizes the study of business as concrete social and historical phenomena. An emphasis is also placed on the relationship between commercial activity and the social context which it creates and which influences it, and on the consequences of commercial and economic development in the modern world.

The department curriculum focuses upon how society is organized to produce goods and services. It is through this broader, more historical approach that the student gains a realistic perspective of modern business and the competitive global environment. The student gains the values, the principles, and the insight to weigh short-term versus longer-term profit, to weigh technical versus fundamental analyses.

Business majors are required to take courses in finance, accounting, quantitative analysis, marketing, and management. Economics majors study the major areas of economic theory and econometrics. Yet, rather than the simple acquisition of technical skills, majors are also required to take courses which place these issues in a historical and institutional context; thus, the student learns to understand why the issues and techniques are important.

ECONOMICS

■ **Economics Major.** The major program in Economics consists of ECON 200; 300; 301; 371; 401; three courses (nine hours) in ECON at the 300 or 400 level; and MATH 106. Students planning on graduate study in economics are encouraged to complete a minor in mathematics or gain mastery of calculus.

■ **Economics Minor.** The following courses are required for the minor: ECON 200, 300, 301, and two courses (six hours) chosen from ECON at the 300 or 400 level.

ECON 120. Contemporary Economic Problems. Interpretation and analysis of recent economic events, problems, and policy issues based upon economic principles. (Three credits.)

ECON 200G. Principles of Economics. Basic principles and processes in micro- and macro-economics are surveyed; production, market structures, consumption patterns, role of competition and prices; determinants of national income, employment, inflation, and exchange values and role of monetary and fiscal policy. (Four credits.)

ECON 250. Special Topics. (One to three credits.) May be repeated.

ECON 300. Intermediate Price Theory. A rigorous analysis of the modern micro-economic theory of the behavior of the firm and the individual. Prerequisite: ECON 200. (Three credits.)

ECON 301. Intermediate Macro-economics. A detailed examination of the elements that determine the level of national income. Includes

analysis of government fiscal and monetary policies. Prerequisite: ECON 200. (Three credits.)

ECON 310. Regulation and Legislation. Analyzes the forces leading to government regulation, the consequences of such regulation, detailed examination of several regulated industries and environmental policies. Prerequisite: ECON 200. (Three credits.)

ECON 311. Labor, Unions, and Industrialization. An introduction to the institutional aspects of the American labor force and its organization, wage and employment theory, the economic role of collective bargaining, and the basic ingredients of public policy toward labor organizations. Prerequisite: ECON 200. (Three credits.)

ECON 320. Industrial Organization. Analysis of the firm and market structure, conduct, and performance. How market structure affects the conduct of firms, and how both structure and conduct affects firm and market performance. Special emphasis is placed on the relevance of this body of knowledge to the individual business. Prerequisite: ECON 200. (Three credits.)

ECON 331. Political Economy of Development. A study of contemporary theories of the development of industrial societies which stresses the relationships among various social institutions within the society and among different nations. Prerequisites: Junior standing or permission of the instructor. Prerequisite: ECON 200. (Three credits.)

ECON 340. Economics and Law. Microeconomic examination of the social consequences of alternative legal rules including property rights, contract rights, tort liability rules and criminal law. Prerequisites: ECON 200. (Three credits.)

ECON 350. Special Topics in Economics. May be repeated for credit. (Three credits.)

ECON 351. Comparative Economic Systems. An analysis of the significant similarities and differences in the development, structure, operation, and policies of market-directed, controlled, and mixed economies—with special attention to significant characteristics in economies evolving in non-Western societies. Prerequisite: ECON 200. (Three credits.)

ECON 360. International Trade and Finance. An analysis of the forces affecting, as well as the theory and policy of, international trade and finance. The international monetary system, balance of payments, tariff policies, trade practices, and trade organizations will be emphasized—as well as consequences for individual firms, multinational corporations, and government-owned firms. Prerequisite: ECON 200. (Three credits.)

ECON 361. History of Economic Thought. An examination of major contributions to thought and their significance for modern theory. Prerequisite: ECON 200. (Three credits.)

ECON 370. Public Finance. An examination of the theory and practice of government expenditure, revenue, and debt; the problems of integrating these into a meaningful fiscal policy; and their effect on the distribution of income. Prerequisite: ECON 200. (Three credits.)

ECON 371. Introduction to Econometrics. Single equation linear statistical models, estimation and hypothesis testing; serial correlation, heteroscedasticity; errors in variables; introduction to simultaneous equation models. Emphasis on interpretation and application of econometric models and methods. Offered in alternate years. Prerequisite: MATH 106 (Three credits.)

ECON 380. Environmental Economics. Micro-economic analysis of environmental issues. Examines the environmental consequences of alternative forms of resource ownership and allocation methods. Prerequisites: ECON 200. (Three credits.)

ECON 390. Independent Readings. Economic readings selected on an individual basis supervised by a mentoring faculty member. Consent of the instructor required.

ECON 400. Internship. An off-campus experience working in a professional environment under the supervision of a mentor. Permission of instructor required. (Three credits.)

ECON 401. Economic Research Analysis. A capstone study for senior majors in which students choose a topic of inquiry, formulate hypotheses, review the literature, and empirically test their hypotheses and update the literature. Prerequisites: ECON 300 and ECON 301. (Three credits.)

ECON 402. Selective Seminars in Economics. Topics include regional and urban economics, economic development, mathematical economics, and advanced monetary policy. May be repeated for credit. (Three credits.)

ECON 410. Political Economy and Commerce Honors I. Participation in a joint student/faculty discussion of contemporary accounting management or economic policy issues using political economy methodology and analysis. Spring semester of Junior year. Permission of instructor required. (One credit.)

ECON 411. Political Economy and Commerce Honors II. Research on contemporary accounting management or economic policy issue using political economy methodology and analysis. Fall semester of Senior year. (One credit.)

ECON 412. Political Economy and Commerce Honors III. Leadership and presentation in joint student/faculty discussion of contemporary management or economic policy issues using political economy methodology and analysis. Spring semester of Senior year. (One credit.)

ECON 420. Independent Study. May be repeated for credit. (One to three credits.)

BUSINESS ADMINISTRATION

■ **Business Administration Major.** The following courses are required for the major: ACCT 213 and 214; BUSI 105, 211, 212, 218, 305, 306, 307, and 405 or 406; and ECON 200 and 300 or 301; MATH 106; and three additional 300+ level courses from the offerings in business administration, accounting and economics. Students are encouraged, but not required, to enroll in advanced writing or communication courses. Students planning to gain an MBA are encouraged to enroll in Calculus.

A student must earn at least a C- in all prerequisites before taking a required course.

■ **Business Administration Minor.** The following courses are required for the minor: ACCT 213 and 214; BUSI 105 and 211; ECON 200; and two courses chosen from BUSI 305, 306, or 307.

■ **Honors Program in Business.** By invitation and application, students prior to the Spring semester of their Junior year are selected for an honors program of participation, research, and presentation on contemporary management and economic policy issues. This program involves a sequence of one-credit courses offered each of the student's last three semesters at Monmouth.

BUSI 105G. Introduction to Commerce. Modern commercial institutions and business methods are examined. Analysis includes both domestic and global economic, social and political considerations. U.S. economic history is also examined. May inlcude case study over time. (Three credits.)

BUSI 211. Quantitative Methods I. An introduction to decision analysis using spreadsheets and data management techniques, data analysis, and hypothesis testing of multivariate data through inferential statistics. Prerequisite: MATH 106. (Also MISY 211.) (Two credits.)

BUSI 212. Quantitative Methods II. An introduction to design analysis using probabilistic

and classical operations research techniques and through survey design and testing. Prerequisite: MATH 106. (Also MISY 212) (Two credits.)

BUSI 218. Business Writing. Fundamentals of business writing and application to professional business writing tasks. Assignments replicate typical business cases and situations, including a report compiling, interpreting and documenting research. Prerequisite: BUSI 105 and ECON 200. (Two credits.)

BUSI 250. Special Topics. (One to three credits.) May be repeated.

BUSI 290. International Business Practicum. A practical experience which combines the study of international business and cultural differences that impact commerce. The course will include both on-campus instruction and site visitations of business, governmental, other commercial institutions and cultural sites outside the United States. Prerequisites: BUSI 105, Sophomore standing and consent of the instructor(s). (Two credits.)

BUSI 305. Administration and Organization. An examination of the modern enterprise from the perspective of its internal operations and the theory and practice of management. Prerequisites: BUSI 105 and ECON 200 or consent of the instructor. (Three credits.)

BUSI 306. Business Finance. An introduction to the principles of financing business, integrated with a study of institutional finance. Covers current topics of managerial finance, including capital management, the management of working capital, capital budgeting, the acquisition of funds, and stock and bond valuation. Prerequisite: ACCT 213 and ECON 200. (Three credits.)

BUSI 307. Principles of Marketing. A basic study of the ways in which businesses determine consumers' needs and direct the flow of goods and services. Case analyses are used to develop students' problem-solving abilities. Prerequisite: ECON 200. (Three credits.)

BUSI 315. Negotiations. The theory and practice of negotiations as they are practiced in a variety of settings. Relevant to a broad spectrum of negotiation problems encountered in business, professional and personal matters. Opportunity to develop bargaining skills experientially to understand negotiation in an analytical framework. Emphasis on simulations, role playing and cases. Prerequisite: Junior or Senior standing. (Three credits.)

BUSI 322. Legal Environment of Business. An introduction to the history, structure, and procedure of the American legal system and the legal environment of business. (Three credits.)

BUSI 335. Human Resources. A survey course in human resource management. Focus on strategic link between employment systems and organizational goals and core competencies. Utilizes action oriented models to develop and implement performance management practices in job design, hiring performance evaluation, compensation, retention and termination. Managerial skill building in employee relations in emphasized in areas of feedback and conflict management. Exposure to a variety of HRM techniques with an emphasis on practical implementation. Prerequisite: BUSI 305 or consent of the instructor. (Three credits.)

BUSI 345. Globalization and International Management. Overview of current international business practices and customs in context of the major political and economic systems of the world. Prerequisite: ECON 200. (Three credits.)

BUSI 350. Special Topics in Business Administration. May be repeated for credit. (Three credits.)

BUSI 356. Investments and Portfolio Analysis. An introduction to security markets, security instruments, and speculation opportunities with an emphasis in practical investing. Emphasizes portfolio management. Prerequisite: BUSI 306. (Three credits.)

BUSI 357. Marketing Management. A study of the role marketing managers play in meeting management's objectives. Integrated promotional programs are examined along with the most widely utilized marketing tools. Prerequisites: BUSI 307, BUSI 367. (Three credits.)

BUSI 367. Advertising. Examines alternative communication techniques between organizations and external consistencies. Students explore how and why organizations plan, manage and monitor their marketing communications. Topics include: advertising planning, media alternatives, the creative process, and brand promotion. Marketing concepts are applied to understand contemporary, successful Integrated Marketing Communications (IMC). Student teams compete via a simulated advertising competition. Prerequisite: BUSI 307. (Three credits.)

BUSI 375. Leadership and Politics in Organizations. A study of the relationship among leadership, politics, and authority in the creation, organization, and administration of the enterprise. Prerequisites: Junior standing; BUSI 305. (Three credits.)

BUSI 382. Commercial Law. Study of business law tailored for the CPA. Includes the common law of contracts, an introduction to the Uniform Commercial Code, agency law and negotiable instruments law. (Three credits.)

BUSI 383. Information Systems. Study of the fundamentals of accounting system design including an analysis of accounting applications within functional areas of a firm, hardware and software applications, and the control of computerized accounting systems. Prerequisites: ACCT 214 and BUSI 212. (Also ACCT 383, MISY 383.) (Three credits.)

ECON 390. Independent Readings. Economic readings selected on an individual basis supervised by a mentoring faculty member. Consent of the instructor required.

BUSI 395. Business in Context. The study of contemporary issues, industries or firms related to a common theme. The theme, issue, industry, or firm will vary from semester to semester depending upon the knowledge, expertise and interest of the instructor. Emphasis on applying economic, marketing, financial, management, accounting and legal analysis to the operation of the issues under examination. Possible industries include: professional sports, beverages, movies, music, communication, computer technology, health care, higher education and automobiles. Prerequisites: Junior standing, ECON 200, BUSI 105 or the consent of the instructor. (Three credits.)

BUSI 400. Internship. An off-campus experience working in a professional managerial environment under the supervision of a mentor. Permission of instructor required. Prerequisites: BUSI 305 and BUSI 306 or 307. (Three credits.)

BUSI 404. Seminars in Business. Includes such topics as operations/production management, marketing channels and futures markets, and human relations. Prerequisites: BUSI 305 or permission of the instructor. (Three credits.)

BUSI 405. Strategy and Structure. A study of the modern enterprise which focuses on the formulation and implementation of its strategy with particular attention to the relationship between the strategy and the larger society in which the enterprise operates. Prerequisites: Senior standing; BUSI 305, 306, 307, and ECON 300 or 301; or permission of the instructor. (Three credits.)

BUSI 406. Applied Business Strategy. A hands-on capstone experience designed to apply and integrate accounting, management, marketing and finance using a simulation or case study. Focus on the interaction between the various business disciplines. Emphasis on small private businesses and entrepreneurship rather than larger public companies. Prerequisites: Senior standing; BUSI 305, 306, 307, and ECON 300 or 301. (Three credits.)

BUSI 409. International Business Strategy. A study of the modern business enterprise in a global context. Focuses on the formulation and implementation of business strategy with a particular emphasis on the relationship between the strategy and the international environment within which the business operates. Emphasis on a synthesis of management, economics, accounting marketing and finance in the global context of the multi-national firm. Prerequisites: BUSI 305, 306, 307 and Senior standing required, or consent of the instructor. (Three credits.)

BUSI 410. Political Economy and Commerce Honors I. Participation in a joint student/faculty discussion of contemporary accounting management or economic policy issues using political economy methodology and analysis. Spring semester of Junior year. Permission of instructor required. (One credit.)

BUSI 411. Political Economy and Commerce Honors II. Research on contemporary accounting management or economic policy issue using political economy methodology and analysis. Fall semester of Senior year. Permission of instructor required. (One credit.)

BUSI 412. Political Economy and Commerce Honors III. Leadership and presentation in joint student/faculty discussion of contemporary management or economic policy issues using political economy methodology and analysis. Spring semester of Senior year. Permission of instructor required. (One credit.)

BUSI 420. Independent Study. May be repeated for credit. (One to three credits.)

POLITICAL SCIENCE

Farhat Haq, Professor, Chair
Tobias Gibson, Assistant Professor
Robin Johnson, Lecturer
Sharif Sidi-Haji, Lecturer
Sam-Sang Jo, Visiting Assistant Professor
Ira Smolensky, Professor

■ **Political Science Major.** A major in Political Science consists of 30 credit hours including 200, 270, and 415; 202 or 245; 311, 321 or 395; and 411 or 414.

■ **Political Science Minor.** A Political Science minor consists of 15 semester hours, at least nine of which must be taken on the Monmouth College campus and at least three of which must be taken at the 200 level or above.

■ **Teacher Certification.** Majors who seek secondary teaching certification are expected to complete at least 33 semester hours, including POLS 103; 200 or 270; 311 or 395; 411; and 415. They are also required to obtain teaching competence in a second field by adding prescribed work in other social sciences. See Education section of this catalog for further requirements.

POLS 100. Visions of Justice. Examines different philosophical, literary, and technological visions of a just society from Plato's Republic to the present. Includes discussion of freedom, equality, revolution, and "the good life." (Three credits.)

POLS 103G. American Politics. A study of the constitutional foundations, political processes, and institutions of American government on the national, state, and local level. Also focuses on current and perennial issues in domestic and foreign policy. (Three credits.)

POLS 120. Film and Politics. Film and visual images can help us understand contemporary politics. The Film industry is often influenced by larger political forces and it has been used by governments to propagate particular ideologies. Films, documentaries and television programs often shape the public's perception of politics. The course will examine both the politics of movie making and politics in the movies. Each time the course is taught it will focus on themes such as the American Presidency, elections and campaigns, law and order, war and terrorism, race, class and gender, civil rights and social justice.

POLS 200G. Introduction to Comparative Politics. Examines diverse forms of national politics, including industrialized democracies, communist regimes, and developing nations. Also examines the basic conceptual and methodological tools of comparative political inquiry. (Three credits.)

POLS 202. Modern Japan. A study of the social, economic, and political development of modern Japan, emphasizing Japanese responses to problems posed by contacts with the West. (Also HIST 202.) (Three credits.)

POLS 244. Religion and Politics. 'Secularization' thesis prevailed among the social scientists during the 1950's and 1960's. This thesis assumed that under the influence of industrialization, urbanization and modernization religion will become less important in the public and the private spheres. The emergence of highly politicized religious movements have posed a severe challenge to the secularization thesis. In this course we will explore the relationship between religion and politics by examining contemporary movements such as the Christian Right in the U.S. Hindu fundamentalism in India and political Islam in the Middle East and South Asia.

POLS 245. The Politics of Developing Nations. A study of selected developing nations and the problems posed by rapid political and economic development. Topics include leadership strategies, the impact of modernization on traditional cultures, and the role of political ideology. (Three credits.)

POLS 250. Special Topics. (Two to four credits.)

POLS 270G. Introduction to International Relations. A study of global and regional relationships, including state and non-state actors. Explores the influence of nationalism, economic rivalry, power politics, and international organizations on global behavior. Also explores the nature and causes of war. (Three credits.)

POLS 295. The Politics of Criminal Justice. This course explores the central concepts, institutions, policies and controversies of criminal justice in the United States. Included are components on police work, courts, corrections, and the formulation of criminal justice policy. Students will be encouraged to develop a "nuts and bolts" familiarity with day-to-day practices of criminal justice in the U.S., a philosophical understanding of criminal justice as an ideal, and the critical skills needed to make a meaningful comparison between the ideal and current practices.

POLS 310. Issues Seminar. Provides an up-to-date look at emerging local, state, national, and international issues as well as emerging scholarly perspectives in political science. Joins attentiveness to the latest "news" with current analytical tools of the profession. Includes organization of at least one debate open to the campus. This course could be repeated for credit. (Three credits.)

POLS 311. Parties and Elections. A study of American parties and elections as well as the problems faced by candidates for public office. Students are expected to participate in current political campaigns. Offered in election years. (Three credits.)

POLS 321. The American Presidency. This course takes a detailed look at various aspects of the American presidency. It examines, among other things, the history of the presidency, the extent of presidential powers relative to presidential responsibilities, the relation of the president to congress, the performance of presidents relative to public expectations, and the future of the presidency. It also focuses on the living history of the presidency through close attention to current events. (Three credits.)

POLS 333. U.S. Foreign Policy. Introduces students to the history of American foreign policy as well as key issues, concepts, and debates in the field. Includes examination of the policy-making process and key figures who have made their mark on U.S. foreign policy. Pays special attention to the transition from the Cold War era to that of the "new world order." (Three credits.)

POLS 366. International Organizations. This course examines the role of international organizations in world politics. It begins with a historical perspective, looking at the evolution of international organizations from the end of the nineteenth century to the present. It then looks at various theoretical approaches to international organizations. The course closes with case studies of the United Nations and the International Monetary Fund. (Three credits.)

POLS 375. Environmental Politics. An analysis of environmental politics and policy on the national and international levels. Features an emphasis on case studies. (Three credits.)

POLS 395. Constitutional Issues. A study of current constitutional issues in light of constitutional history, philosophical principles, and our ever-changing socio-political context. (Three credits.)

POLS 397. States and Markets. Through an integration of perspectives and most recent research from the four main areas of political science—comparative politics, international relations, American politics and political philosophy—this course will examine the shifting relationship between political authority and the economy. Open to Juniors and Seniors. (Three credits.)

POLS 411. Political Philosophy from Plato to the Present. A historical survey and philosophical analysis of political philosophy from ancient Greece to the present. Includes works by Plato, Aristotle, Machiavelli, Hobbes, Locke, Rousseau, Marx, and Mill. (Also ISSI 435.) (Three credits.)

POLS 414. American Political Thought. Examines ideas, themes, and debates at the center of American political discourse as it has evolved since colonial times. Students will be asked to apply the course material to contemporary politics and society. (Three credits.)

POLS 415. Senior Seminar. Concentrated study of an issue in political science. Students deal in depth with substantive and methodological problems associated with the subject area. Open to Juniors and Seniors. (Four credits.)

POLS 420. Independent Study or Internship. Includes selected readings, research, written reports, conferences, and/or work with government officials as arranged with the instructor. Prerequisite: Junior standing. (One to four credits.)

PSYCHOLOGY

Joan M. Wertz, Assistant Professor, Chair
Marsha M. Dopheide, Assistant Professor
Kristin K. Larson, Assistant Professor
Corrinne C.M. Lim-Kessler, Assistant Professor

■ **Psychology Major.** The Psychology major requires a total of 35 semester hours. Courses are divided into **three** categories: **Required Courses, Core Courses** and **Electives**. Required courses include 15 semester hours that must be taken in sequence (101, 201, 202 and 420). In addition, majors are expected to complete PSYC 415 (2SH) sometime in their junior or senior year. Majors are also expected to complete 12 semester hours in core courses. This requires majors to complete four courses from a list of 15 core courses (231, 233, 235, 237, 239, 241, 243, 302, 303, 315, 318, 320, 325, 335, 340). At least two of those courses must be at the 300 level. Finally, majors are expected to complete six semester hours of electives (at least one at the 300 level). Elective courses are any of the following (250, 251, 282, 345, 350, 351, 352) or any core course after the core course requirement is completed.

■ **Psychology Minor.** A minor in Psychology consists of at least 19 semester hours including: PSYC 101, 201, plus four electives (two of these courses must be at or above the 300 level).

PSYC 101G. Introduction to Psychology. An examination of the scientific study of psychology. Lecture sessions emphasize current concepts in the biological roots of behavior, learning, perception, human memory, social behavior, psychopathology, and applied psychology. Laboratory sessions stress the application of quantitative interpretations of data and the scientific method to the study of human behavior. (Four credits.)

PSYC 201. Research Methods I: Design and Analysis. An introduction to the scientific method as applied in the social and behavioral sciences. Topics include descriptive and inferential statistics, the design and analysis of experiments, and the drawing of logical conclusions from behavioral data. Includes laboratory. Prerequisite: PSYC 101. (Four credits.)

PSYC 202. Research Methods II: Synthesis and Communication. A continuation of PSYC 201. An introduction to the methods involved in behavioral research. Includes the logic, preparation, and design of controlled experiments. Emphasis is placed on the interpretation of data and the communication of results. Experience is gained in literature search and writing reports using appropriate style and format. Includes laboratory. Prerequisites: PSYC 101 and 201. (Four credits.)

PSYC 231. Child Development. An exploration of the ways in which physical growth, intellectual activity, and social behavior change with age. These changes are viewed through the life span of the individual and include biological and cultural determinants. Particular emphasis is given to prenatal and child development. Prerequisite: PSYC 101. (Three credits.)

PSYC 233. Social Psychology. A study of how other people influence the perceptions and behaviors of the individual. These influences are studied through all aspects of the human experience including: attitudes and attitude change, the formation of the self-concept, emotional experience, prejudice, group dynamics, and social norms and values. Prerequisite: PSYC 101. (Three credits.)

PSYC 235. Theories of Counseling. A survey of major theories and practices in counseling and psychotherapy. Topics include: cognitive, affective and behavioral models, directive and nondirective approaches, the ethics of intervention, and the evaluation of research in counseling and psychotherapy. Prerequisite: PSYC 101. (Three credits.)

PSYC 237. Industrial/Organizational Psy-

chology. An overview of the psychology of work and human organization. Topics include learning, motivation, attitudes, group dynamics, and leadership as they apply to work in organizations. (Three credits.)

PSYC 239. Health Psychology. This course will explore the psychological influences on how people stay healthy, why they become ill, and how they respond when they do become ill. Topics include the links between stress and immune system function and disease, psychological factors that mediate reactions to stress, and behaviors that endanger health. Prerequisite: PSYC 101. (Three credits.)

PSYC 241. Adult Development. An exploration of the ways in which the body, physical health, lifestyles, social and sexual behavior and intellectual activity change through adulthood. Perspectives include stage theories and biological, social and cultural determinants. Prerequisites: PSYC 101. (Three credits.)

PSYC 243. Mind, Brain, and Behavior. This course provides a first exposure to the relationship between the brain and behavior. Topics include neuronal communication, perception, cognition, learning and memory, and the biological basis of consciousness. This course serves as a prerequisite to PSYC 303, PSYC 318, PSYC 320, and PSYC 327. Prerequisite: PSYC 101. (Three credits.)

PSYC 250. Special Topics. A study of a subject of special interest. Topics previously offered include humanistic psychology, drugs and behavior, the psychology of language, and the application of psychology to community issues. Prerequisite: PSYC 101 and consent of instructor. May be repeated for credit. (One to three credits.)

PSYC 251. Research Practicum. Faculty supervised participation in a research project. The student will work on a research project under the direction of a faculty member. Prerequisite: Consent of the instructor. May be repeated for credit. (One to three credits.)

PSYC 282G. Cultural Psychology. This course will expose students to issues of gender, race, and enculturation as they relate to psychology. Topics include culture's influence on research, health, development, social behavior, communication, emotion and abnormality. The focus of these topics will include global and regional cultures.

PSYC 302. Advanced Experimental Psychology. Students will investigate a major subject area in psychology. Students will engage in an in-depth experience in the methodology of studying psychology. Course topics will alternate with topics such as: social psychology, cognitive psychology, and learning and motivation. Includes laboratory. Prerequisites: PSYC 202. May be repeated for credit with consent of instructor. (Four credits.)

PSYC 303. Drugs and Behavior. An exploration of the psychological, social, and biological factors involved in drug use, drug abuse, and treatment and prevention of substance use disorders. Topics include legal drugs such as alcohol and nicotine, and illegal drugs such as amphetamines, cocaine, opiates, and marijuana. Prerequisite: PSYC 243. (Three credits.)

PSYC 315. Learning and Motivation. An exploration of the underlying principles guiding learning and motivation. The course evaluates both the biological and social factors affecting why we act. Topics include classical and instrumental conditioning, extinction, biological and social motives, and the relation between performance and motivation. Prerequisite: PSYC 101. (Three credits.)

PSYC 318. Biopsychology. This course emphasizes understanding the function of the brain and its relation to behavior. Topics include the biochemistry of neural conduction and synaptic transmission, neuro-psychology, brain disorders, the biochemistry of learning and memory, and mechanisms of action of psychoactive drugs.

Prerequisites: PSYC 243, or BIOL 111 and consent of instructor. (Three credits.)

PSYC 320. Cognition. This course explores learning, memory, problem solving, judgment and decision making, concept formation and language. Offered in alternate years. Prerequisite: PSYC 243. (Three credits.)

PSYC 325. Advanced Counseling Seminar. A seminar focusing on the analysis and application of the major theories and practices in counseling and psychotherapy. Topics include empirical support for approaches, listening skills practice and ethics. Prerequisites: PSYC 201 and PSYC 235. (Three credits.)

PSYC 327. Sensation and Perception. This course examines how sensory information is received and translated into meaningful interpretations of the world we live in. A major emphasis on visual perception will make it possible to discuss diverse theories of perception and the methodologies that support them. Our exploration of these topics will lead us to consider both human and animal research investigations. Prerequisite: PSYC 101 and PSYC 243 or consent of instructor.

PSYC 335. Abnormal Psychology. A study of the origins, symptoms, and classification of mental illness, including the study of anxiety disorders, mood disorders, and schizophrenia. Includes comparisons among the various biological and psychological approaches to therapy. Prerequisite: Two psychology courses or consent of the instructor. (Three credits.)

PSYC 340. Personality. A theory-oriented exploration of human differences and similarities. Covers psychodynamic, humanistic, and behavioristic models. Topics include the role of the family, cross-cultural variables, and the immediate social-environment in shaping personality. Prerequisite: Junior standing. (Three credits.)

PSYC 345. Animal Behavior. A study of the diverse and fascinating range of animal behavior. How do we explain that in various animals we can observe infanticide, competition, and polygamy, but also cooperation, altruism, and monogamy? Using an evolutionary approach, this course will examine both the proximate mechanisms and ultimate reasons that explain the great variety of animal behavior as elucidated by animal behaviorists through ingenious experimentation and patient observation. Prerequisite: PSYC 101 or BIOL 101 or 111. *Cross-listed with BIOL 345.* (Three credits.)

PSYC 350. Special Topics in Psychology. A seminar on selected topics in psychology permitting in-depth analysis of an important psychological problem or phenomenon. Prerequisites: PSYC 201 or consent of the instructor. May be repeated for credit. (One to four credits.)

PSYC 351. Independent Study. Directed individual study in an advanced area of psychology. The student selects a topic in consultation with a member of the faculty. Prerequisites: Junior standing and consent of the instructor. May be repeated for credit. (One to three credits.)

PSYC 352. Internship in Psychology. An experience designed to allow students in Psychology to apply the concepts and ideas developed during study in the major to a particular workplace or setting. Prerequisites: At least Junior standing, and prior approval of the department. May be repeated for credit. (One to three credits.)

PSYC 415. Readings in Psychology. This course will investigate selected readings in advanced psychology topics from a variety of psychology approaches. Course topics will alternate. Some examples are: history and systems, psychology & health, perception, phenomenology, and cross-cultural psychology. Prerequisites: PSYC 202 and at least Junior standing. (Two credits.)

PSYC 420. Research Seminar. The development and completion of a major research

project during the senior year. The students will read and critique their own and other research literature, and conduct and report their research project. The senior comprehensive examination is administered. Prerequisites: PSYC 201, 202, Senior standing, and consent of the instructor. (Three credits.)

Public Relations

William J. Wallace, Professor, Program Coordinator

■ **Public Relations Major.** (38 SH) The Public Relations major is an interdisciplinary program designed to prepare students for a wide range of jobs and careers.

Course Requirements. (All are 3 SH except as noted, see specific departments for complete course descriptions):

BUSI 307 – Principles of Marketing
BUSI 315 – Negotiations – or –
BUSI 335 – Human Resources
BUSI 367 – Advertising and Marketing Communications
CATA 261 – Mass Media and Modern Society
CATA 265 – Writing for the Electronic Media
CATA 339 – Persuasion
CATA 365 – Media Production (4 SH)
CATA 491 – Freedom of Expression and Communication Ethics
PUBR 341 – Public Relations
PUBR 493 – Internship
ECON 200 – Principles of Economics (4 SH)
MATH 106 – Elementary Statistics

■ **Public Relations Minor.** Given the broad nature of the Public Relations area, no minor is offered.

Electives.
Students are encouraged to meet with the Program Coordinator to discuss areas of interest. Often students can major in a second area, or can develop specific areas of expertise. Courses in Psychology and Sociology are generally useful, as is a familiarity with the various forms of communication technology (e.g., video, Internet, multimedia, print). Students interested in Writing/Public Presentation should consider the following courses:

CATA 233 – Advanced Public Speaking
CATA 235 – Small Group Communication
CATA 333 – Organizational Communication
ENGL 210 – Creative Writing
ENGL 301 – Advanced Composition
ENGL 310 - Advanced Creative Writing

Students interested in Print/Digital Imaging should consider the following courses:

ARTD 211 – Design
ARTD 236 – Photography
ARTD 345 – Graphic Design I
ARTD 445 – Graphic Design II
CATA 375 – Scenery and Lighting Design

Students interested in gaining additional knowledge in Business should consider the following courses:

BUSI 105 – The Evolution of Commerce
BUSI 305 – Administration and Organization

■ **Career Opportunities.** Public Relations practitioners are skilled creators and managers. Duties will range from the everyday to the unusual, and typically combine an ability to juggle numerous tasks with an attention to detail. Public Relations officers deal with a variety of internal and external publics, and often become the keeper of an organization's image. Work in a Public Relations agency is normally very competitive, but opportunities exist in organizations of all size. Specific jobs include:

- Copy Writer
- Press Aide
- Media Buyer
- Web Designer
- Events Planner
- Speech Writer
- Editorial Assistant
- Multimedia Producer
- Publications Director
- Spokesperson

Students interested in a Public Relations career should also consider work in Marketing, Advertising, Human Relations. Students should also take advantage of extracurricular and co-curricular activities that offer the chance to put theory into practice.

PUBR 341. Public Relations. An examina-

tion of contemporary theory and practice. Students will study the history and development of public relations and will create a variety of applications (press releases, public presentations, features, etc.). Students will analyze case studies and will carry out a public relations campaign. Prerequisite: CATA 101. (Three credits.)

PUBR 493. Internship. An experience designed to allow the student to use in the field concepts and ideas developed during major study and to help prepare the student for employment. Prerequisites: Junior standing and prior approval. May be repeated for credit. (Three to nine credits.)

SOCIOLOGY AND ANTHROPOLOGY

Steven L. Buban, Professor, Chair
Judi Kessler, Assistant Professor
Petra Kuppinger, Associate Professor

■ **Sociology/Anthropology Major.** A major in Sociology/Anthropology requires 33 semester hours in the department including: one course at the 100 level; SOAN 301; SOAN 302 (prerequisite MATH 106, minimum grade of C-); SOAN 410; SOAN 420; and six additional courses, at least five of which must be above the 100 level. Of these six courses, a minimum of two must be taken in both Sociology (SOCI) and Anthropology (ANTH).

The departmental requirements allow for considerable flexibility to meet the individual student's needs. For example, for those students interested in pursuing a career in which field experience at the undergraduate level is recommended, the ACM Urban Studies Program should be considered. Also, SOAN 420 (Research Seminar) can be designed to include an internship with an appropriate organization. All individual programs leading toward the major, however, must be approved by the sociology/anthropology department.

■ **Sociology/Anthropology Minor.** A minor in Sociology/Anthropology requires six courses in the department: one at the 100 level; SOAN 301; SOAN 302; and three additional courses, at least two of which must be at the 300 level. Of these three courses, a minimum of one must be taken in both Sociology (SOCI) and Anthropology (ANTH).

■ **Sociology Minor.** A minor in Sociology requires six courses in the department: either SOCI 101 or SOCI 102; SOAN 301; SOAN 302; and three additional courses in Sociology (SOCI), at least two of which must be at the 300 level. This minor is not available to Sociology/Anthropology majors.

■ **Anthropology Minor.** A minor in Anthropology requires six courses in the department: ANTH 103; SOAN 301; SOAN 302; and three additional courses in Anthropology (ANTH), at least two of which must be at the 300 level. This minor is not available to Sociology/Anthropology majors.

Prerequisites. All courses at level 200 and above require for enrollment one of the following: SOCI 101, SOCI 102, ANTH 103 or consent of the instructor.

SOCI 101G. Introduction to Sociology. A review of basic concepts, theories, and principles used in analyzing human behavior in social contexts. (Three credits.)

SOCI 102G. Social Problems. An introductory survey of selected contemporary social problems using some of the major concepts of sociology. (Three credits.)

ANTH 103G. Introduction to Anthropology. A broad introduction to the anthropological study of human diversity. It will familiarize students with each of the four sub-fields of anthropology by focusing on human culture, human biology, human language, and archaeology. (Three credits.)

SOCI 247. Race and Ethnicity. A study of racial and ethnic identity and how their interaction with gender, class, and other identities creates oppressions and social structures of inequality, both historically and currently. (Three credits.)

SOCI/ANTH 250. Special Studies in Sociology/Anthropology. An examination of selected problems and issues from a sociological or anthropological perspective. May be repeated for credit. (Three credits.)

SOCI 251. Criminology. An analysis of the social bases of law, the application of law, types of crime, theories of crime, and societal responses to crime. (Three credits.)

ANTH 260. Cultures of the Middle East. Provides background information about historical developments in the regions, reviews the role of Islam, and examines contemporary everyday/popular cultures. (Three credits.)

SOAN 301. Theories of Culture and Society. An overview of contemporary and classical theories of society and culture. The review of theoretical orientations of the past will help to set up a theoretical framework for analyzing contemporary social and cultural dynamics and events. Reading both theoretical texts and case studies, students will be introduced to the abstract realm of theorizing and the concrete application of diverse theories. (Four credits.)

SOAN 302. Methods of Social Research. An overview of the methods sociologists and anthropologists use to empirically study social phenomena. Both qualitative and quantitative approaches are considered. Includes a two-hour laboratory session to accommodate hands-on research. Prerequisites: MATH 106, or permission of the instructor. (Four credits.)

SOCI/ANTH 320. Independent Study. Independent study in an area of sociology or anthropology directed by a member of the department. May be repeated for credit. (One to three credits.)

SOCI 327. Sociology of Medicine. An analysis of social processes and structures as they bear on the development and definition of disease, the seeking of care, the training and behavior of practitioners, and the overall health-care delivery system. (Three credits.)

SOCI 343. Sociology of Development. A comparative/historical analysis of conditions in the post-colonial developing world. Topics include the major theories of development, inequality between nations, and the social consequences of various development strategies and policies. (Three credits.)

SOCI 344. Sociology of Work. An overview of the nature and structure of work and the workplace: how work was accomplished in the past, the social organization of work today, and changes anticipated in the workplace of the 21st century. Thematic emphases include class, gender, race and ethnicity, technology, and the global economy. (Three credits.)

SOCI 345. Social Inequalities: Local and Global Perspectives. An examination of social stratification, which concerns the unequal distribution of wealth, income, status, and power. Considers how life chances of individuals vary by social class, gender, race and ethnicity. Explores the relationship between globalization, global disparities in wealth, and inequality within the United States. (Three credits.)

SOCI 353. Social Interaction. An analysis of elementary social relationships emphasizing their development, maintenance, and transformation. Includes observation of interaction in laboratory and non-laboratory settings. (Three credits.)

SOCI 355. Social Movements. An analysis of relatively non-institutionalized forms of group behavior with primary emphasis on social protest. Substantive focus typically includes the U.S. Civil Rights Movement and the Feminist Movement. (Three credits.)

ANTH 362. Gender in Cross-Cultural Perspective. An exploration of themes and questions of gender as defined and experienced in different cultural contexts. Central to the course is the analysis of the cultural construction of gender. (Three credits.)

ANTH 364. Cities in Global Perspective. A new analytical experience of spaces that might seem familiar, illustrating how cities, streets and other urban spaces are made and remade within larger national and global political, economic and cultural contexts. (Three credits.)

ANTH 366. Representing Cultures: Colonial and Post-Colonial Contexts. An investiga-

tion of how colonialism dramatically altered the cultural trajectory of colonized societies through the examination of representations of everyday life and popular culture as found in travel reports, ethnographies, novels and films. (Three credits.)

SOAN 410. Senior Research Preparation. Preparation for the senior research project in Sociology/Anthropology. Includes broad and targeted reading in relevant scholarship and generation of a focused topic for senior research, under the guidance of the project supervisor. (One credit.)

SOAN 420. Research Seminar. A seminar in which each participant conducts a research project involving a review of the literature, research design, data collection and analysis, and written and oral presentations of the findings. The project is the culminating experience of the major program in sociology/anthropology. Prerequisite: SOAN 410. (Three credits.)

WOMEN'S STUDIES

Marlo M. Belschner, Assistant Professor of English, Coordinator

Women's Studies includes the careful consideration of feminist theories and perspectives and the examination of gender inequalities and issues. The multidisciplinary approach emphasizes the breadth of disciplines in which feminist criticism is taken seriously.

■ **Women's Studies Minor.** A minor consists of 18 credits. WOST 201, PHIL 225 and 401 are required of all minors. HIST 370 is strongly recommended. Students with particular interests may choose to take WOST 320.

WOST 201G. Introduction to Women's Studies. An introduction to Western feminist thought and the study of women's roles and status in society. This course also evaluates present knowledge about women, questions stereotypes, and reinforces the value and content of women's everyday lives. (Three credits.)

WOST 320. Independent Study. Independent study in an area of women's studies directed by a member of the faculty. Prerequisites: WOST 201 and approval of the instructor and the Women's Studies coordinator. (One to three credits.)

WOST 401. Women, Justice and Equality. The capstone seminar in which participants will read and discuss historical texts that have had a profound effect on the feminist struggle for equality and justice. In addition, participants will engage in individual research, chosen in consultation with the instructor, in which the research topics will provide the basis for additional readings in common. Prerequisite: WOST 201 and two additional WOST courses.

ANTH 250. Anthropology of Childhood.

ANTH 362. Gender in Cross Cultural Perspective.

ARTD 306. Women, Art, and Feminism.

CATA 294. Communication, Gender, and Culture.

CATA 231. Interpersonal Communication (when appropriate).

CLAS 210. Ancient Literature (when appropriate).

CLAS 240. Ancient Society (when appropriate).

ENGL 260. Literature of Feminism.

ENGL 343. 20th-Century British Literature (when appropriate).

ENGL 348. English Novel (when appropriate).

ENGL 350 Special Topics in Literature (when appropriate).

HIST 330. Biography and U. S. History (when appropriate).

HIST 370. Women in U. S. History.

ISSI 426. Feminist Approaches to Literature and Society.

ISSI 444. The Politics of Islam.

PHIL 225. Philosophy and Feminism.

POLS 244. The Politics of Islam (Also ISSI 444 and RELG 244).

RELG 220. Women and Religion.

SOCI 343. Sociology of Development.

SOCI 355. Social Movements.

Honors Program

Coordinator:
Craig Watson, English, Chairperson

The Honors Program at Monmouth College is intended for a select group of well-qualified students and incorporates a variety of special courses germane to liberal education. The Program is designed to reinforce and extend the perspectives of the General Education curriculum, but it does not substitute for it. Each of the courses is distinctive and may not be cross-listed for credit in other departments. The first course in the Program serves both to extend the issues raised in Introduction to Liberal Arts and to introduce the perspectives of various branches of intellectual inquiry. In the middle section of the Program students pursue in-depth examinations of the thought and work of figures and of events, movements, and ideas instrumental in shaping our world. Finally, students enroll in a specially designed senior level course that serves as a canopy for the Program.

Acceptance into the Program is determined competitively and normally occurs at the end of the first semester of the freshman year. Sophomores, Juniors, and Transfer Students may also seek admission. Their applications will be considered on an individual basis. To be recognized as an Honors Graduate, a student must have at least 18 semester hours, including Honors I and II, attain at least a B- in each course, and graduate with a 3.5 GPA. A participant in an officially sanctioned ACM-GLCA off-campus study program may be released from one HONR 210 course. Possible release from the Senior Year Honors Course because of Off-Campus Program attendance will be negotiated on a case-by-case basis with the Honors Committee.

Courses are reserved initially for Honors students. If space is available, others may enroll with the consent of the instructor.

Honors 100. This course provides an introduction to the Honors program and to a portfolio of curricular and extra-curricular opportunities available to those enrolled in the program. An important part of Honors 100 will be to describe special opportunities Honors students may take in two potentially related areas: 1) research, travel and study; and 2) service learning (public scholarship). In this second area the course will map pathways students may follow: through service learning experiences to limited expertise in a particular area of public scholarship, and finally, ideally, to senior leadership and mentoring roles on and off-campus. The goal here is student enrichment, whose achievement will be estimated by the student's senior Honors Portfolio (submitted as part of the requirements of the Honors 420 course) and further measured by the student's bona fide candidacy for a variety of post-baccalaureate scholarships. One or two sections offered annually, often in the spring semester as a co-requisite with Honors 110. (One credit.)

HONR 110. Honors I. Wonder, Ideas, Trials. A critical examination of texts and issues related to the acquisition of knowledge, the various means by which we know, and historical-cultural factors influencing what we know. The course is organized from a comparative and interdisciplinary perspective. (Three credits.) (Prof. Craig Watson; spring semester)

HONR 210. Selected Topics. A critical examination of a seminal figure, event, movement, or idea recognized as significant in shaping our collective history. A minimum of four courses is

required. (Three credits each.)

HONR 210. Global Climate Change. The Earth System includes the interactions between the atmosphere, hydrosphere, biosphere, cryosphere and the lithosphere. Additionally, these interactions occur across a spectrum of time scales, from days to millennia. As humans continue to alter the Earth, we will need an understanding of how the Earth's physical, chemical, and biological systems interact. What were the driving factors responsible for past climate change, and what role will they play in our future? How do we predict the effects of human actions on the Earth System? In this course we will take an interdisciplinary view of the changes to the Earth to understand past, present and future climate changes and their environmental consequences.

■ Current Courses in Selected Topics:

The Births and Deaths of Tragedy. The course first examines literary definitions and representative types of tragic drama, tracing the genre from Greek plays and Aristotle's *Poetics* through Senecan, Elizabethan, neoclassical French, then modern European and American works. Readings and discussion next focus attention upon philosophical theories of tragedy, particularly of the 19th century—theories which find in literary works ways of describing "tragedy in the world." Consideration is subsequently given to Freud's tragic consciousness and literary indebtedness to Greek tragedy; and to reports of intellectual and literary historians in the 20th century which pronounce the "death of tragedy." (Prof. Craig Watson)

Corn. The agricultural revolution that marked the transition of some humans from hunter-gatherer to agricultural lifestyles is one of the most profound in the history of our species. This course will explore relationships between humans and plants by using corn as a model system. Topics will include: the history of grasses; New World corn-based cultures; prairie ecology; conventional and organic farming; genetic engineering; bioethics; and ecological economics. Labs will include field trips to local museums, farms and facilities involved in corn and meat production.

Evil. This course engages the theme of evil and our responses to evil. Course material will include an introduction to what philosophers of religion call "the problem of evil" (how can we simultaneously believe in an all-powerful, benevolent deity, given the existence of evil in the world?); how different religious traditions have addressed the problem of suffering; the western tradition of belief in an Anti-Christ as the source of evil; and contemporary discussions that encourage broadening our understanding of what counts as evil so as to include experiences of physical pain, helplessness, poverty and torture. The course includes literature as well as scholarship from the fields of religious studies, history, philosophy, politics and education.

Globalization. One of the most significant trends of the second half of the twentieth century has been a dramatic increase in circulation of people, commodities, and cultural products in the world. This phenomenon, generally referred to as "globalization," has posed a serious challenge to social scientists. This is so because the new social and political formations wrought by globalization break down familiar expectations that human societies can be understood in terms of specific geographic and cultural regions. In this context of complex flows and unexpected linkages of people, capital, resources, and political relationships, how are we to define meaningful analytical and interpretive boundaries? This course will examine globalization by first introducing students to the major issues discussed by recent scholarship on globalization. For the second half of the course, we will focus on a particular region—South Asia—in order to challenge the premise that globalization is a 20th-century phenomenon. Globalization in South Asia began not with the introduction of McDonald's and global capital investment, nor with the 19th-century dominance of the British

raj. It began with the earlier encounters between India and the Arab and European world. The impact of this globalization process will be examined closely. In doing so, we will come to a general understanding of the impact of globalization on regions, peoples, and cultures.

The Human Dialogue. A course organized around the theme of dialogue as a principle for interpreting the human condition. The human sciences most commonly focus on either the individual self (e.g., psychology) or the social structures within which people live (e.g., sociology). By contrast, a dialogical approach centers attention on the interaction between individuals as a generative force which can account for outcomes of both self and social structure. Topics covered while examining the dialogical principle will include: dialogue as a pragmatic of communication and conversation, dialogue as a philosophical concept, dialogue as a basis for ethics, and dialogue as the progenitor of the self. Students will read and discuss critical texts, reflect on dialogical experience in journals, analyze communicative interactions, and pursue an individual project. (Prof. Lee McGann)

New York: Portrait of a City. The course is an exploration of New York City from multiple angles. From an inquiry into the archaeology of the city, her Native American and colonial roots; to her emergence as a North American trading, and later industrial metropolis; a port of entry for millions of immigrants; to her current position as an undisputed global financial, cultural and political center, this course will probe into the complex history and social and cultural dynamics of this unique city.

Nobel Laureates: Modern Literature. The course is an overview of modern world literature by way of the recipients of the Nobel Prize in Literature. Works will be selected from the following authors: Albert Camus, Yasunari Kawabata, Samuel Beckett, Isaac Bashevis Singer, Gabriel Garcia Marquz, Wole Soyinka, Heinrich Böll, Thomas Mann, Naguib Mahfouz, Luigi Priandello, Ivo Andríc, Patrick White, Czeslaw Milosz, and Nadine Gordimer. If feasible, a work by the recipient of the 1998 prize will be included. The primary focus of the course is a critical appreciation of these writings as works of art. Secondarily, the breadth of the literature will invite comparative analysis both in literary and cultural terms.

Reading Through The Millenia. An examination of texts from three millenial transitions (1 B.C., 1000 A.D., and 2000 A.D.). With an emphasis on general cultural and historical characteristics as well as prophetic/predictive aspects of each period.

Signifying Voices: The Caribbean. An in-depth study of the Anglophone, Francophone, and Hispanophone Caribbean, including the Greater Antilles (Cuba, Haiti, The Dominican Republic, Puerto Rico, Jamaica), and the Lesser Antilles (Guadeloupe, Martinique, Trinidad) and touching on Mexico and the countries of Central and South America where their histories and cultures pertain to the Caribbean. The emphasis is on understanding the peoples of the region through their own eyes, and largely through their literary traditions, but also including other artistic traditions, notably music and dance. Course participants will also study the history and the politically and economically strategic significance of the region.

Strange Worlds: The Quantum World, The Early Universe, and The World of Complexity. The ideas of modern physics have profoundly changed our view of the universe and our role in it. The application of those ideas has had and will continue to have tremendous technological, social and ethical consequences. This course will focus on the conceptual understanding of quantum theory, cosmology, theories of chaos, and on the philosophical and practical consequences of those ideas. Particular attention will be paid to the historical development of these ideas and to the experimental data that support them. The consequences of a world view that includes quantum physics, modern cosmology, and new understandings of

complexity will be discussed and analyzed in detail. This discussion may include topics dealing with ethical dilemmas and questions that arise because of both the world view and the practical and technological results of those ideas.

The Ideal. This course will explore views on what it means to be an optimal organism, a superior species, a perfect plant, an ideal individual. Together, we will examine the machinery of life and answer the question, "What makes us more than the sum of our parts?" The majority of the course will be dedicated to studying humans and our quest to become "the ideal." Advances in science and medicine have created new paths to attain the "ideal" and satisfy our deepest human desires: perfect health, superior performance, younger bodies, happy souls, better children, and more. How we, with modern science and medicine, are engaged in fulfilling human desires will be discussed in class, studied at off-campus sites, and experienced through hands-on activities. Technical, moral, ethical, social, and legal challenges that accompany the quest for "the ideal" will be studied and debated throughout the course.

HONR 410. Honors II. The capstone course attempts to synthesize the students' intellectual experiences as well as to anticipate conditions and ideas for the future. Prerequisite: Senior standing. (Three credits.) (Staff; fall semester)

■ **Substitution for General Education Required Courses.** Honors students who complete the program may substitute specifically designated HONR 210 courses for the following General Education requirements:

1. A lab science course in the rubric "Physical Universe and its Life Forms"
2. A "Human Societies" course other than "Comparative Societies"
3. An "appreciation" course under the rubric "Beauty and Meaning in Works of Art"
4. A course listed under the rubric "Issues and Ideas"

(The Registrar will normally count an HONR 210 course (not otherwise assigned as a substitute) for any other General Education course) as a substitute for the "Issues and Ideas" course, for all students completing the program.)

For any student enrolled in the Honors program but who subsequently fails to complete it, the Registrar will evaluate the student transcript upon student notification of discontinuance from Honors, and apprize the student of remaining General Education requirements for graduation.

A grade of "B-" or better is required in each Honors course. If a student falls below that grade in a particular Honors course and leaves the program subsequently, that course will substitute for a designated General Education requirement. Should a student complete all requirements in Honors but fail to graduate with "Honors" because of a college-wide G.P.A. below 3.5, "designated" Honors courses taken by the student will substitute for the pertinent General Education courses.

■ **Application and Admission to the Honors Program.** An interested student should solicit a confidential letter of recommendation from a faculty member familiar with his or her academic performance. Typically, a letter of recommendation will address the student's preparation in terms of intellectual capacity, written and oral abilities, and class participation. The letter may further provide a faculty member's estimate of the applicant's independence, initiative, and creativity. Applicants may request more than one letter of recommendation.

Applicants are asked, also, to submit a formal essay of about 400-500 words, in which they review their expectations of the program and their motivations for applying. Along with the essay, applicants should also submit a recent sample of their writing (e.g., an Introduction to Liberal Arts paper). The Honors Committee will also review applicants' high school records and ACT scores. All application material should be submitted to Craig Watson, Honors Program Coordinator.

Off-Campus Programs

Monmouth College considers off-campus study, including both international and domestic experiences, to be an opportunity for students to enhance their liberal arts education. Such study may serve as a significant complement to the major or to the general education curriculum and to the mission of the college. Monmouth College makes available to its students programs which are intellectually challenging, aesthetically inspiring, and diverse in setting. The off-campus experience enables students to explore different perspectives on the human condition in a global community.

The College takes seriously its obligation to provide quality programs, which are only approved after careful review by the faculty. Many of the programs endorsed by Monmouth College are offered under the auspices of the Associated Colleges of the Midwest (ACM) or the Great Lakes Colleges Association (GLCA). Other programs like Washington Semester at American University and at the *Ecole Normale Superieure de Gestion et Commerce* (ESGCI) in Paris are also available. While some programs require proficiency in a foreign language, most do not. Students may use their Monmouth College financial aid only for approved programs. (Students interested in participating in non-approved programs must consult the Registrar for transferability of credits.) While most of these programs cost about the same as study on campus, except for travel expenses and incidentals, some may be slightly more expensive. Applications for these programs are competitive and students must make application to the Curriculum Committee. Applications to study off-campus are due at the beginning of the preceding spring semester (unless ACM or exchange institution procedures change). The exact due dates are announced every year by the Coordinator of Off-Campus Study.

Students are encouraged to consult with campus representatives for specific programs early in the application process. Further details are available from the college coordinator of off-campus programs (Professor Thomas Sienkewicz).

■ ACM Central European Studies in the Czech Republic

Combining its rich cultural heritage, the emerging revival of democracy, and a struggle for economic success, the Czech Republic mirrors much of East and Central Europe. The program is based at Palacký University in Olomouc, the historic capital of Moravia. Students from many disciplines can benefit from intensive language training, course work, field trips to major Central European cities, independent research, a three-week host family stay, and housing among Czech students in university dormitories. Courses cover Central European history, contemporary socio-political issues, and Czech literature and culture. Administered by ACM, Central European Studies is also recognized by GLCA.

Length of Program: late August to mid-December
Enrollment: 15 to 20 students
Eligibility: Juniors and Seniors
Credit: 16 semester hours or the equivalent
Campus Representative: William Urban

■ ACM Chicago Arts Program: Internships, Seminars, Workshops

The Chicago Arts Program is a 15 week semester of urban art immersion during which students explore the arts through practical, creative, and scholarly activity. While living in Chicago, in addition to attending a wide range

of cultural events, students meet and work with local artists and arts professionals in part time internships, on Independent Study Projects and in two courses: the Core seminar, Negotiating Chicago's Artworld, and an elective studio-based Special Topics workshop. Possible internship placements include but are not limited to museums and galleries, artists' studios, theatre and dance companies, recording studios and popular music venues, literary organizations and publications, film and video production companies, architecture firms, arts education and community outreach organizations, and graphic and interior designers. Not limited to arts majors, the program benefits all students who have strong career interests or graduate school aspirations in the arts and humanities.

Length of Program: late August to mid-December, or late January to mid-May
Enrollment: 30 students (fall), 20 students (spring)
Eligibility: Advanced Sophomores, Juniors, and Seniors
Credit: 16 semester hours or the equivalent
Campus Representative: Cheryl Meeker

■ ACM Costa Rica: Studies in Latin American Culture and Society

Studies in Latin American Culture and Society (fall only) is an interdisciplinary program for students seeking a comprehensive understanding of life in Latin America and wishing to develop fluency in Spanish. This program, which focuses on the humanities and social sciences, is designed to take full advantage of its Costa Rican setting. Language study is stressed as the key to understanding the culture. Course work in language, literature, geography, anthropology, politics, and culture enables students to develop insights which are reinforced by field trips and two weeks of field work in rural areas. In San José and its environs, students live with families both to improve their language ability and enjoy personal involvement in the daily life of a Latin American community.

Length of Program: late August to December
Enrollment: 25 to 30 students
Eligibility: Sophomores, Juniors, and Seniors, with at least two years of college level Spanish or the equivalent
Credit: 16 semester hours or the equivalent
Campus Representative: Susan Holm

■ ACM Costa Rica: Tropical Field Research

The Tropical Field Research Program (spring only) is designed for advanced work in all disciplines. Costa Rica supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. An equally broad range of research topics is available for students of anthropology, archaeology, economics, geography, geology, history, political science, literature, fine arts, and sociology. Students prepare for their research during a month-long orientation which includes intensive language training and a review of field work methodology. Their field study may be integrated with an ongoing project or undertaken independently under the supervision of a faculty advisor.

Length of Program: late January to May
Enrollment: 25 to 27 students
Eligibility: Juniors and Seniors with prior course work in the discipline in which they propose to do research, plus at least one year of college Spanish (two years are strongly recommended)
Credit: 16 semester hours or the equivalent
Campus Representative: Susan Holm

■ ACM Florence

The Florence Program provides an excellent opportunity to study Renaissance painting, sculpture, architecture, history, and literature for students interested in art, history, Romance Languages and the humanities. Italian language instruction, a studio art course, and courses providing a broad perspective on Italian contributions to world civilization facilitate the study of Florentine artistic and cultural heritage. Visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars supplement this course work. Staying with Italian host families enriches participants' awareness of modern Italian life

as well as the academic study of Italian Renaissance culture.

Length of Program: late August to December
Enrollment: 25 to 30 students
Eligibility: Juniors and Seniors. Prior Italian language recommended
Credit: 16 semester hours or the equivalent
Campus Representative: Thomas J. Sienkewicz

ACM India Studies

The Indian subcontinent provides a rich and complex background for the study of a non-Western civilization. India Studies program participants live with Indian host families in Pune, a city that is both traditional and highly industrialized. This offers students an excellent opportunity to observe the interaction of tradition and modernity that characterizes contemporary India. While there, students enroll at Tilak Maharashtra Vidyapeeth for an academic session, where they have language instruction, choose four other courses, and complete independent study projects. Additionally, students enjoy field trips, which can include nearby cultural sites such as the Ajanta and Ellora caves. A variety of extracurricular activities, such as dance, yoga, weaving, and batik, can be arranged.

Length of Program: mid-July to mid-December
Enrollment: 20 students
Eligibility: Any currently enrolled student may apply, though priority is given to rising Juniors or Seniors.
Credit: Equivalent to one extended semester of work on the home campus (18 credits)
Campus Representative: Farhat Haq

ACM Japan Study

Students study at Waseda University's School of International Liberal Studies in Tokyo after a brief orientation providing intensive language practice and cultural discussions. In addition to required language study, electives may be chosen from a wide range of Asian studies courses taught in English. A family living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in the Japanese way of life. The program is recommended for a full year of study, although a term or semester option is also available. The full year program includes a month-long cultural practicum or internship in another region of Japan, usually in February or March. Administered by Earlham College, Japan Study is recognized by both ACM and GLCA.

Length of Program: early-September to late June (academic year), early-September to late December (autumn term), early-September to early February (fall semester), early-September to mid-March (fall semester with cultural practicum)
Eligibility: Sophomores, Juniors, and Seniors with a minimum 3.0 GPA. No Japanese language study required for acceptance, but at least one semester or term of Japanese must be completed before departure.
Credit: Equal to an equivalent period on the home campus
Campus Representative: Don Capener

ACM London and Florence: Arts in Context

The London and Florence Program compares the artistic achievements of two historically prominent cities. Participants study the historical and political context of art, architecture, literature and theatre as well as Italian language. Visits to museums, galleries, theatres, short trips to other areas of England and Italy, and discussions with local scholars supplement this course work. Students spend eight weeks in each city and enjoy a week-long mid-semester break. An optional intensive course in Italian language is offered every January in Florence (Three semester credits). In addition, a pilot program running from January through March based in Florence is available for a small number of students, particularly those from colleges with term calendars.

Length of Program: late January to May
Enrollment: 50 students (25 begin in London, 25 in Florence)
Eligibility: Sophomores, Juniors, and Seniors
Credit: 16 semester hours or the equivalent

Campus Representative: Thomas J. Sienkewicz

■ ACM Newberry Seminar in the Humanities

Students in the Newberry Seminar do advanced independent research in one of the world's great research libraries. They join ACM and GLCA faculty members in close reading and discussion centered on a common theme, and then write a major paper on a topic of their choice, using the Newberry Library's rich collections of primary documents. The fall seminar runs for a full semester; the spring seminars are month-long. Students live in Chicago apartments and take advantage of the city's rich resources. The Newberry Seminar is for students looking for an academic challenge, a chance to do independent work, and possibly considering graduate school. The seminar is administered by ACM and recognized by the Great Lakes Colleges Association, Inc.

Enrollment: Exceptionally qualified Juniors and Seniors (fall seminar); Instructor's discretion (spring seminars)
Length of Program: late August to early December (fall seminar), One month (January to May short term seminars)
Enrollment: 15 to 25 students (fall seminar), 8 to 15 students (short term seminars)
Eligibility: Exceptionally qualified Juniors and Seniors
Credit: 16 semester hours or the equivalent (fall seminar); equivalent of one course (short term seminars)
Short-term Seminars: December 1 for seminars taught by Colorado College faculty; February 15 for seminars taught by Cornell College faculty
Campus Representative: Mark Willhardt

■ ACM Oak Ridge Science Semester

The Oak Ridge Science Semester is designed to enable qualified undergraduates to study and conduct research in a prestigious and challenging scientific environment. As members of a research team working at the frontiers of knowledge, participants engage in long-range investigations using the facilities of the Oak Ridge National Laboratory (ORNL) near Knoxville, Tennessee. The majority of a student's time is spent in research with an advisor specializing in biology, engineering, mathematics, or the physical or social sciences. Students also participate in an interdisciplinary seminar designed to broaden their exposure to developments in their major field and related disciplines. In addition, each student chooses an elective from a variety of advanced courses. The academic program is enriched in informal ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff. Administered by Denison University, the Oak Ridge Science Semester is recognized by both ACM and GLCA.

Length of Program: August to December
Enrollment: 20 students
Eligibility: Juniors and Seniors in biology, chemistry, physics, geology, mathematics or social sciences
Credit: 16 semester hours or the equivalent
Campus Representative: Chris Fasano

■ ACM Russia

The enormous political, social and economic changes taking place in Russia provide a fascinating context for this program, and the Kuban/Black Sea region program site provides a particularly rich environment for understanding the changing nature of Russian life and the issues of national identity which accompany these changes. The program combines intensive study of the Russian language with a course on Russian society, and special courses on focused topics. Students live with Russian families and the combination of home stays, field trips and individual projects provide for maximum exposure to contemporary Russian life. The program is based at Kuban State University in Krasnodar, a regional center of one million people.The city's distinctively Russian atmosphere encourages a stronger cultural immersion than is usually found on Russia programs in more Westernized locations. In addition, little English is spoken in Krasnodar, providing students increased oppor-

tunity to develop their Russian language skills. Administered by ACM, the Russia Program is also recognized by GLCA.

Length of Program: late August to mid-December
Enrollment: 20 students
Eligibility: One year Russian language
Credit: 16 semester hours or the equivalent
Campus Representative: William Urban

ACM Tanzania: Nation Building and Development in Africa

Currently located on the University of Dar es Salaam campus in Tanzania, this interdisciplinary program addresses the challenges of building a modern independent nation and focuses on development issues in Africa. University of Dar es Salaam faculty members offer courses in culture and society, political and economic development, and Swahili language. Students also complete an independent field project under the guidance of program staff or university faculty. Family stays in Dar es Salaam offer students the opportunity to live with Tanzanians and participate in community life. The academic program is also enriched by field trips and a rural stay.

Length of Program: early January to mid-May
Enrollment: 15 to 20 students
Eligibility: Advanced Sophomores, Juniors, and Seniors
Credit: 16 semester hours or the equivalent
Campus Representative: Mary Bruce

ACM Tanzania: Studies in Human Evolution and Ecology

The Tanzania program offers undergraduates a unique opportunity to conduct field work in some of the world's greatest paleoanthropological and ecological sites. Students divide their time between the University of Dar es Salaam and the Northern Region of Tanzania. At the University they take courses in intensive Swahili, human evolution and the ecology of the Maasai Ecosystem while developing a field project. For the next six weeks, students live in field camps and pursue individual field projects in the Tarangire/Ngorongoro area before returning to the University for final work on their projects. The program is both physically and academically demanding.

Length of Program: late July to mid-December
Enrollment: 20 students
Eligibility: Juniors and Seniors
Credit: 16 semester hours or the equivalent
Campus Representative: Ken Cramer

ACM Urban Education

The Urban Education Program offers term or semester student teaching internships, a sequence of courses leading to bilingual or English as a Second Language (ESL) certification, and an intensive one-month course in May on multicultural and global awareness. Chicago offers exceptional opportunities for students interested in education and educational issues. The diversity of communities served by Chicago schools provides a rich setting in which interns learn from working with people who represent cultures and languages from all over the world. The variety of educational programs operating within the metropolitan area also enables students to work in virtually any kind of school.

Placements are made in public, private, or alternative schools, and students can work in traditional or progressive, city or suburban, multilingual or monolingual, regular or special education, magnet or neighborhood schools. Seminars focus on the social, political, and economic factors that influence systems as well as the impact of schools on students, teachers, and communities. Coaching and supervision emphasize collaborative approaches for developing effective teaching strategies.

The Dimensions of Multicultural and Global Awareness course offered during May term explores the meaning of cultural identification and its impact on children's learning, and also serves candidates for bilingual certification, foreign students wanting to develop a deeper understanding of American cities, and a broad range of students interested in expanding their understanding of other cultures.

Length of Program: Student Teaching - semester, term or multi-block, Bilingual/ESL - semes-

ter or term (winter or spring term only), Dimensions - May term
Eligibility: Any currently enrolled student; those seeking certification are expected to have fulfilled their college's prerequisites for student teaching.
Credit: Equal to an equivalent period on the home campus
Campus Representative: Thomas Sargent

ACM Urban Studies

Chicago is a quintessential American city that was founded on economic exchange, grew with America's westward expansion, became the hub of Midwest economic and political power, and continues to illustrate the best and worst of American society. The Urban Studies Program immerses students in the life of Chicago while exploring both the historical and current forces that define urban life. Through supervised internships, seminars, a Core Course, and independent study, students experience the dynamics of a modern city while learning academic concepts to frame those experiences. Possible internship placements include legal, criminal justice, community and social justice organizations, historical and cultural institutions, educational, public relations, media facilities, political and philanthropic institutes, along with a host of other possible placements. Foremost, the Urban Studies Program develops the skills necessary for effective leadership in civic and political life by exposing students to effective models of action in light of the realities of urban America.

Length of Program: early September to mid-December, or late January to mid-May
Enrollment: 40 to 50 students (fall); 25 to 35 students (spring)
Eligibility: Sophomores, Juniors, and Seniors
Credit: 16 semester hours or the equivalent
Campus Representative: Steve Buban

American College of Thessaloniki

Monmouth College maintains with the American College of Thessaloniki in Greece, a student-exchange agreement which allows Monmouth College students to study at ACT for either fall or spring semester. American College of Thessaloniki is a private, nonprofit institution fully accredited by the New England Association of Schools and Colleges. ACT offers a wide range of courses in business, computer science, mathematics, English, Fine Arts, Modern Greek, History, International Relations, Philosophy, Social Sciences, Psychology, Science and Physical Education. All courses are taught in English, except for instruction in modern Greek. While no prior knowledge of modern Greek is required to apply, Monmouth College students are expected to study modern Greek at ACT. ACT will assist MC students in finding off-campus lodging. (c. 16 credits.)

Campus Representative: Simon Cordery

American University in Paris

The American University in Paris is a small, private liberal arts college which offers an American-based program with a strong international perspective in the heart of Paris, France. Approximately 800 students from 85 countries study at AUP. Course offerings include Art History, International Business Administration, English and Comparative Literature, Communications, Computer Science, Drama, Economics, French, Gender Studies, German, Italian, Mathematics, Music, Philosophy, Political Science, Science, and Spanish. While English is the language of instruction at AUP, French is the language of the daily environment of both students and faculty. Students with a strong proficiency in French can take part in AUP's exchange program with the Sorbonne. The school also has the means to aid students in locating reasonable housing arrangements, which include a home-stay with a French family, an independent room, or a studio apartment. (16 semester hours.)

Campus Representative: Heather Brady

Augsburg College in Mexico and Central America

Monmouth College participates in an arrangement with Augsburg College's nationally recognized Center for Global Education (found-

ed 1982) to provide study abroad experiences in Mexico and Central America. The program in Mexico is based in Cuernavaca, "The City of Eternal Spring," and the different semester options provide planned, guided, academic travel to other parts of Mexico, and/or to Guatemala, El Salvador, or Nicaragua. Programs offered are for both the fall and the spring semesters. Each program is theme-driven, and the themes may vary from year to year, but programs are interdisciplinary and provide a thoughtful and highly effective way to combine knowledge and further study of a language with academic work and in-depth experiences in other disciplines, such as business administration, communications, cultural studies, ecology, economics, education, history, literature, philosophy, political science, religious studies, sociology, and women's studies. All programs include an orientation program, home stays and opportunities for travel and for internships. These well-planned and thoughtfully organized experiences offer Monmouth students the opportunity to live the goals of a liberal arts education. The programs are open to application from any Sophomore, Junior or Senior who has studied at least one semester of college-level Spanish (SPAN 101), and is in good academic standing.

Length of Program: fall and spring semesters
Eligibility: Sophomores, Juniors, and Seniors in good academic standing with at least one semester of college-level Spanish
Campus Representative: Susan Holm

Beloit College Estonia/Morocco Program

This fall semester program, offered only in even numbered years, is sponsored by Beloit College and provides students specialized study in cross-cultural psychology in two very diverse countries. The students first travel to Tartu, Estonia where they take Estonian Language and Culture, Contemporary Estonian Society, plus Cross-Cultural Psychology and an Advanced Research Seminar in Psychology. Participants stay in Estonia for eight weeks and live with host families. For the next eight weeks, the students move to Fez, Morocco where they continue with their Psychology courses as well as take Arabic Language and Culture and Moroccan Literature and Arts. Participants live with Moroccan host families. All courses are taught in English, with the exception of language classes. Applicants must have completed a beginning course in psychology and preference is given to students who have completed a course in statistics and a course in research methods. Preference is also given to applicants with some proficiency in Arabic, Estonian, French or Russian. Students who have no prior language training are strongly encouraged to complete at least one course in a target language before departure.

Length of Program: Fall semester, even years only
Eligibility: Sophomores, Juniors and Seniors in good academic standing and PSYC 101 or its equivalent
Campus Representative: Petra Kuppinger

Beloit College Senegal Program

The West African country of Senegal offers students insight into both modern and traditional Africa. The lively, cosmopolitan capital, Dakar, with its bustling markets, complex music, Islamic traditions and dynamic political life, has often been called the Paris of West Africa. Beloit College's semester-long Senegal Program offers students the opportunity to immerse themselves in a French-speaking African country by living with a Senegalese family and undertaking specialized study in Francophone culture and African art and culture. In the fall semester, students take language and culture courses with Senegalese instructors at the Baobab Center, a private school located in Dakar. In the spring, participants may also choose from a variety of more advanced courses in art, literature, religion, history or politics at the Université Cheikh Anta Diop. Because all courses are taught in French, applicants must have completed the equivalent of four semesters of French language, in addition to one course with substantial content in African Studies, before departure. Courses with substantial African Studies content currently offered at Monmouth College include FREN 252, 424 and HIST 304G. The program is especially

recommended for students with minors or majors in French.

Length of Program: Fall semester: September 10 – December 21
Spring semester: January 3 – May 15
Enrollment: 10 students
Credit: 16 semester hours or equivalent.
Eligibility: four semesters of French language study or equivalent plus one African Studies course
Campus Representative: Heather Brady

Central College in Granada

Monmouth College participates in an arrangement with Central College in a program of study at the University of Granada (founded 1531), in Granada, Spain. Granada is both an ancient and a very modern university city that retains evidence of Phoenician, Greek, Roman, and especially Arab civilizations. This latter culture left Granada's most famous site, a magnificent hill-top palace, the Alhambra.

Classes are held at the University's Center for Modern Languages, where students from all over the world (including Spanish students majoring in foreign languages) study language, literature and translation. The program offers Monmouth College students several different opportunities to study the Spanish language and literature, as well as the possibility of studying business and economics, art, geography, history, music and sociology, among other disciplines. Monmouth students can choose either a fall quarter or spring semester option. Students are placed at the appropriate level of language study by a test administered by the University of Granada and by an evaluation by the on-site Director of Central's Granada program. Students are then offered class options appropriate to their language ability from one of five different levels of Spanish, and at the Superior level may study in a variety of disciplines at the University. All courses are taught in Spanish by Spanish professors at the University of Granada. The on-site Director is a native of Spain and has taught in the United States. The Program has been operated since 1968. It offers a strong orientation, home stays, participation in community service programs, cultural activities in Granada (flamenco dancing programs, dance lessons, excursions to the opera and to museums) and educational excursions to other areas of Spain. The different programs are open to any Sophomore, Junior or Senior in good academic standing at Monmouth. Although students who have never studied Spanish are eligible, Monmouth recommends it especially for students who have passed SPAN 101 and/or 102 or the equivalent.

Length of Program: fall quarter or spring semester options only
Eligibility: Sophomores, Juniors, and Seniors in good academic standing
Campus Representative: Susan Holm

Ecole Normale Supérieure de Gestion et Commerce

Ecole Normale Supérieure de Gestion et Commerce in Paris, France, one of the largest and well-known groups of business schools in France, is located in the heart of Paris in a charming residential neighborhood and offers a wide number of international business courses taught in both French and English at both the undergraduate and graduate level. All English-based courses are taught by native English speakers who have earned both academic and professional qualifications that allow them to guide students toward a theoretically sound yet applicable course of study. Academic standards are high and the social aspect is rich at ESGCI.

All students are expected to participate in the Student Associations. Numerous sports, organizations, and clubs are available for the students' enjoyment and leadership experience. Students from over seventeen countries are represented in this program. Housing can be arranged in school-owned apartments. The school also has the means to aid students in locating reasonable housing arrangements. (16 semester hours.)

Campus Representative: Kenneth McMillan

International Student Exchange Program

Monmouth College is an institutional

member of the International Student Exchange Program (ISEP). ISEP is the world's largest network for international education, consisting of 230 member institutions in the United States and more than thirty countries. Since 1979, ISEP has made it possible for nearly 20,000 students to study in another country. Through ISEP, students in all Monmouth College majors can study for a semester in English-language countries like Australia, New Zealand, and the United Kingdom. With appropriate language skills they can also study at universities in France and Switzerland (French), Austria, Germany and Switzerland (German), and Argentina, Chile, Costa Rica, and Mexico (Spanish). Students studying in non-English language countries like Bulgaria, Japan and Finland are required by Monmouth College to study the local language.

Length of Program: Fall or Spring Semester
Eligibility: Juniors and Seniors in good academic standing
Campus Representative: Leisa A. Kauffmann

Kansai Gaidai University

Monmouth College maintains with Kansai Gaidai University in Hirakata, Japan, a student-exchange agreement which allows Monmouth College students to study at Kansai Gaidai for a semester or a full academic year. Kansai Gaidai University is a private, nonprofit institution fully accredited by the Japanese Ministry of Education. Kansai Gaidai offers a broad liberal arts curriculum from which any Monmouth College student could select suitable and rewarding major or general education courses. All courses are taught in English, except for instruction in Japanese language. While no prior knowledge of Japanese is required to apply, Monmouth College students are expected to study Japanese at Kansai Gaidai. The school will provide home stays for students. Either fall or spring semester option. (c. 16 credits.)
Campus Representative: Don Capener

Umea University

Umea University is a large, modern university located in northern Sweden. A revolving list of courses are taught in English, and students should check the Umea web site for course availability. Umea hosts many international students, and maintains an international focus in its courses as well. While students can find classes to support every Monmouth College major, Umea University is known particularly for its international business program, molecular biology, behavioral science, economics and environmental studies, computer science, and sports administration, including sports medicine. Students will live in on-campus dormitories, in a single room with a shared kitchen. Umea University has several programs to assist international students; for example Umea offers a free intensive Swedish class, an International Housing Office, a health clinic on campus, and a mentoring program to smooth the transition to study in Sweden. Those students interested in the International Business classes should be juniors or seniors at Monmouth.

Length of Program: Fall or Spring Semester
Eligibility: Juniors and Seniors in good academic standing
Campus Representative: Stacy Cordery

Washington Semester

Students who have demonstrated exceptional academic ability are selected as candidates for this program at American University in Washington, D.C. The Washington Semester program is designed to bring superior students into contact with source materials and government institutions in the nation's capital. In addition to regular study and a research project, students participate in the Washington Semester Seminar, a course consisting of a series of informal meetings with members of Congress and government officials. The program is 16 weeks in length. Junior standing is required. (Students normally earn 16 hours of credit.)

Campus Representative: Ira Smolensky

Preprofessional Programs

■ **Architecture.** Monmouth College is affiliated with Washington University of St. Louis in a joint program of the study of architecture. The program consists of three years at Monmouth College with a major in art or a synoptic major, and four years of architecture studies at the university. After successful completion of the first year at Washington University, the student receives the B.A. degree from Monmouth College. A master's degree in architecture is awarded after completion of the program at Washington University.

■ **Computer Science.** Students who seek careers in this rapidly growing field should take a full complement of courses in mathematics and computer science. The College's well-equipped Computer Center affords students ample opportunity for instruction and practice. The department of mathematics and computer science offers majors in both mathematics and computer science.

■ **Dentistry.** Dental schools accept applicants without regard to their undergraduate major. Students can, therefore, choose to major in any field, although most students major in biology or chemistry. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning and, together with the Wackerle Center for Career and Leadership Development, to help students obtain catalogs and admission material.

■ **Engineering.** Monmouth College is affiliated with Case Western Reserve University, Washington University, and the University of Southern California in joint five-year programs of engineering education. The plan calls for three years at Monmouth followed by two years of engineering work at one of these institutions. Acceptance by the affiliated institution is guaranteed if a B average is maintained in the specified courses at Monmouth. Upon completion of the first year, the student receives a degree from Monmouth. Upon completion of the second year, the student receives a degree from the engineering school.

■ **Environmental Science.** An interdisciplinary major in environmental science can lead to graduate work or career positions in this expanding field. This program emphasizes an interdisciplinary approach utilizing instruction in seven departments in order to comprehend the complex nature of environmental issues. Depending on the student's goals, the program allows development of scientific expertise or skills in policy/advocacy, while assuring a solid background in both areas for all graduates.

■ **Law.** Students should prepare for a career in law by acquiring the ability to think, write, and speak clearly. They should also cultivate a genuine concern for human institutions and values. Though law schools require no particular undergraduate major or course of study, courses in constitutional law, business law, and criminology are available at Monmouth College. Students may also gain experience in law-related internships for college credit.

■ **Library Science.** After receiving the B.A. degree, a student may qualify for a master's degree in library science with approximately one year of training in a professional school. Library

schools require no particular undergraduate major or course of study, but specialization can lead to library work in that area. Opportunities may be available for qualifying students interested in library science to work in Monmouth College's Hewes Library.

■ **Medical Technology.** After three years of pre-professional education at Monmouth, students complete the professional phase of the program in two years at Rush University in Chicago. Acceptance to Monmouth College does not guarantee acceptance to Rush University. Students who remain at Monmouth for three years and complete the Monmouth general education requirements receive a B.A. degree from Monmouth in addition to the B.S. degree from Rush.

■ **Medicine.** Medical schools accept applicants without regard to their undergraduate major. Students can, therefore, choose to major in any field, although most students major in biology or chemistry. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning and, together with the Wackerle Career and Leadership Center, to help students obtain catalogs and admission materials.

■ **Ministry and Christian Education.** The American Association of Theological Schools recommends a broad liberal arts experience as the best preparation for the ministry today. Concentrations in philosophy, religion, history, English, sociology, or psychology are encouraged, and some knowledge of Hebrew and Greek is a valuable asset. Students who are preparing for service in the field of Christian education will profit from courses in the education department as well as from the above concentrations.

■ **Nursing.** The pre-professional phase of the nursing program is normally completed in three years at Monmouth, followed by two years of professional training at Rush University in Chicago. Acceptance to Monmouth College does not guarantee acceptance to Rush. Students who remain at Monmouth for three years and complete the Monmouth general education requirements receive a B.A. degree from Monmouth in addition to the B.S. degree from Rush. The Monmouth B.A. is received at the end of the first year.

■ **Occupational Therapy.** Students can prepare for graduate work in occupational therapy with an undergraduate major in any field as long as the necessary prerequisite courses are taken. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning and, together with the Wackerle Career and Leadership Center, to help obtain catalogs and admission materials.

■ **Physical Therapy.** Students can prepare for graduate work in physical therapy with an undergraduate major in any field as long as the necessary prerequisite courses are taken. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning and, together with the Wackerle Career and Leadership Center, to help students obtain catalogs and admission materials.

■ **Reserve Officers' Training Corps.** Monmouth College students may work toward a commission in the United States Army, the Army Reserve, or the National Guard upon graduation. The program, open to both men and women, is taken in addition to the ordinary academic program and includes a six-week summer camp between the junior and senior years. Information about this program may be found in the section on the military science department.

■ **Social Service.** Entry-level jobs in social service agencies are open to all majors although professional advancement often requires a graduate degree. The sociology and psychology majors prepare students well for graduate programs in the social service area, e.g., M.S.W., M.A. in counseling. Students should be aware of rapidly increasing opportunities for those who combine such a major program with a working knowledge of Spanish.

■ **Teaching.** Monmouth teacher preparation programs meet the professional education requirements of the Illinois State Teacher Certification Board. The programs provide students who are preparing to teach in elementary, middle and secondary schools with opportunities to develop the skills and knowledge needed to become effective teachers. Students interested in teaching as a career should pursue programs of study that take into account their subject interests, their aptitudes, and their desire to qualify for a particular teaching role. The Urban Education Program of the Associated Colleges of the Midwest offers unusual opportunities to Monmouth students, including a special program for those interested in bilingual education. Detailed information about specific teacher education programs may be found in the section on the education department.

■ **Veterinary Medicine.** Veterinary schools accept applicants without regard to their undergraduate major. Students can, therefore, choose to major in any field, although most students major in biology. Course requirements and academic standards vary, so students should become familiar with the specific requirements of the schools to which they plan to apply. The members of the College Health Careers Committee are available to help with academic planning and, together with the Wackerle Career and Leadership Center, to help students obtain catalogs and admission materials.

ADMISSION

Admission Policy. Monmouth College admits qualified men and women without regard to physical handicap or their geographic, cultural, economic, racial, or religious backgrounds. Each applicant for admission is evaluated on his or her individual merits. The College does not make decisions on the basis of single test scores or other isolated credentials, seeking rather to develop a comprehensive understanding of each applicant's abilities and potential. Scholastic record, class standing, standardized test scores, recommendations, and personal qualities such as motivation, goals, maturity, and character are considered.

Applicants should take a college-preparatory program that includes four years of English, three years of mathematics, two years of science (including one year of a laboratory science), three years of social sciences (including history and political science, and two years of a foreign language). Participation in honors or advanced course programs is strongly recommended. Applicants who lack particular courses are not disqualified from admission to the College and will be considered on an individual basis. Applicants who have not been enrolled in school for a year or more should provide a statement describing their activities since last enrolled.

The Admission Process. The complete admission process for all full-time students includes these steps:

1. The complete application form must be sent to the Admission Office.
2. An official transcript of high school credits including rank in class and SAT or ACT scores must be filed with the Admission Office. Transfer applicants must have an official college transcript sent from all previously attended institutions on file.*
3. The Vice President for Enrollment reviews completed applications. The Vice President for Enrollment may approve those, which are clearly acceptable; those which are not, are referred to the Admission Committee for individual consideration.
4. Notice of the action taken is sent to the applicant on a rolling basis. Those who are accepted will receive instruction concerning the new student deposit of $150.00 and housing information.
5. The health form and immunization records must be complete before a student will be allowed to enroll.

• EARLY ADMISSION. Monmouth will offer admission to students based on a three-year high school record and the SAT or ACT results from the junior year or early senior year, subject to successful completion of the senior year in high school.

• REGULAR ADMISSION. Applicants on Regular Admission will receive notification from the College on a rolling basis during the senior year.

• INTERNATIONAL STUDENT ADMISSION. International students wishing to be admitted to Monmouth College must submit the following information:

**Transfer students' acceptance will be based on their GPA as it relates to Monmouth College's current student good-standing policy. Students who have earned a cumulative GPA of 2.5 or higher have a significant advantage.*

1. Monmouth College international student application form.
2. Submit official transcripts from each secondary and post secondary institutions attended. Include a certified English translation for the non-English transcripts.
3. Test of English as a Foreign Language (TOEFL) is required of all interna tional students whose native languages are not English. A minimum score of 550 on paper-based test and 215 on computer-based test is required. Stu dents are also encouraged to take the Scholastic Aptitude Test (SAT). Monmouth College accepts only original copies sent directly from the TOEFL/ETS Services.
4. Submit two letters of recommendation with your application.
5. A statement of educational and career goal should be completed and mailed with the application.
6. All international students are required to certify that they have sufficient funds to cover their expenses.
7. Complete record of immunization signed by a physician.

International students attending Monmouth College are required to have health insurance. If the student does not have health insurance at the time of enrollment they can purchase health insurance through the college.

International students accepted by Monmouth College may enter the U.S. with a student visa (F-1). In accordance with the U.S. Immigration and Naturalization Law, an I-20 (Certificate of Eligibility) for F-1 visa can only be issued to persons who are pursuing a full-time course of study at an American college or university.

Admission deadlines for international students applying to Monmouth College are as follows:

Fall Semester	June 1
Spring Semester	October 1

• SPECIAL, PART-TIME, AND REENTERING STUDENTS. Special students are those who are not candidates for the degree. Permission to register as a special student must be obtained from the Vice President for Enrollment before the beginning of the semester. Should a special student decide to become a degree candidate, the regular admission procedure must be completed.

Part-time students are those who register for fewer than 12 hours of credit per semester. An applicant who wishes to enroll as a part-time student or take only an independent study course, must first obtain permission to register as a part-time student from the Vice President for Enrollment.

Students who have previously attended Monmouth College and wish to reenter are required to submit a written request to the Vice President for Enrollment indicating the reason of initial withdrawal from the College, accomplishments during the interim period, and the term for which the student is seeking readmission. Transcripts of all college credit completed since withdrawal from Monmouth College are also required. Final approval must be granted by the Vice President for Enrollment prior to beginning the registration process.

Tuition And Other Charges, 2006-2007

TUITION, ROOM, AND BOARD

Standard Charges Per Semester:

Tuition	$10,550.00
Room (Standard double occupancy)	1,750.00
Edinburgh Meal Plan	
21 meals/week and $45 flex dollars	1,325.00

Total annual charge:
(tuition, fees, standard 21 meal board, and standard double-occupancy room) $27,250.00

PAYMENT

Semester charges and fees are due two weeks prior to the beginning of the semester in which the student is enrolled. Any fees and charges incurred during a semester will be due 30 days from the date they are assessed.

Students who have outside scholarships or loans not already credited to their accounts by the day of registration must have written confirmation from the source of the aid if the scholarship or loan is to be considered in computing the net amount due.

Students receiving the Illinois Monetary Award Program Grant who are enrolled in fewer than 15 semester hours may receive a lesser award from the state than the amount shown on the financial assistance award letter (which assumes 15 semester hours of enrollment).

Students who wish to distribute payment over several months may make arrangements to do so using the FACTS payment plan. Information is available from the Business Office. Enrollment and payments may be made on-line by connecting to the e-cashier site at:

www.monm.edu/business-office/payment.htm

Scroll down and select "FACTS Tuition Payment Plan". There is a $50 annual enrollment fee.

Payment of all current financial obligations to the College is a prerequisite to pre-registration (course selection) for the following semester. Exceptions may be made for students with anticipated work-study earnings, pending financial aid, or alternative arrangements satisfactory to the Business Office.

Payment of all current financial obligations to the College is a prerequisite to receiving the degree. Failure to meet such obligations will preclude participation in Commencement activities.

TUITION

The normal course load for a full-time student is 15 to 16 semester hours. A student enrolled for 12 or more semester hours is classified as a full-time student. Tuition charges provide for a course load up to and including 18 semester hours. Tuition per semester is based upon a student's registered course load as of the last day to add a course. (See 2006-2007 Academic Calendar.) Students enrolled for more than 18 semester hours will be charged "overload" tuition.

Tuition includes use of the library, laboratories, student center, cultural activities, co-curricular programs, admission to athletic contests and most other campus events. Tuition is required whenever a student is enrolled for course work at Monmouth College or under Monmouth College's auspices, whether the course work is on or off campus.

ROOM AND BOARD

Where space permits, double rooms are made available for single occupancy at an extra charge. Students selecting a "double-single" room will be billed at the single-occupancy rate.

All unmarried students are required to live and take board on campus, except that residents of the immediate area may receive permission to commute to the College when they continue to

live with their parents.

Students enrolled in internships, independent study, student teaching or other off-campus programs within 30 miles of Monmouth must reside on campus and take board in the College dining room. Box meals will be provided or other appropriate arrangements made for meals that cannot be taken on campus.

Alternative Room Options (Semester Charge):

McMichael double occupancy 1,925.00
Bowers double occupancy 2,100.00
North Residence Hall double occupancy 2,050.00
Founders Village:
Apartment occupancy (based on eligibility, inlcudes parking permit 2,100.00
All Others (double occupancy) 1,750.00

Additional charges for private rooms:
Per semester, double room, single occupancy 400.00
Per semester, single room, single occupancy 100.00
Private Bath 175.00

Alternative Board Plan Options (Information is available in the Meal Plan brochure):

The Glasgow
21 meals/week and $125 flex dollars... 1,395.00
The Stirling
21 meals/week and $240 flex dollars... 1,505.00
The Haddington
14 meals/week and $85 flex dollars..... 1,325.00
The Dundee
14 meals/week and $165 flex dollars... 1,395.00
The Aberdeen
10 meals/week and $140 flex dollars... 1,325.00

OFF-CAMPUS STUDY

All expenses associated with off-campus study, such as travel, costs incurred due to a program cancellation, clothing and meals at unusual times, will be borne by the student. Not all financial aid is continued for off-campus study programs, and the student must check with the Financial Aid Office to determine whether financial assistance is continued for the particular off-campus study program in question.

STUDENT HEALTH INSURANCE PLAN

All students enrolled for six or more semester hours are required to participate in the Student Health Insurance Plan unless proof of comparable coverage is furnished. (Further information is available in the Health Insurance Plan brochure.)

If you have comparable coverage, a completed waiver card must be submitted to the College Business Office by the applicable deadline or the insurance premium will be charged. Coverage will continue to the next policy year anniversary date. Health care provided through a Health Maintenance Organization (HMO) may be accepted for waiver purposes, however, students should confirm that coverage extends beyond their HMO service area.

Insurance Premiums:
Fall:
2006 annual enrollment premium..... $490.00
2006 waiver submission deadline Aug. 15, 2006

Spring:
2007 new student enrollment premium $317.00
2007 new student waiver submission deadline ..... Jan. 4, 2007

OTHER CHARGES

OVERLOAD, per semester hour $700.00

Students who take more than 18 semester hours per semester will be charged additional tuition on a prorated basis. Tuition for fewer than 12 or for more than 18 semester hours will be charged at $700 per semester hour.

AUDIT, per semester hour $350.00

Full-time students may audit a course without charge. Part-time students or persons not otherwise enrolled will be charged the audit fee.

CREDIT BY EXAMINATION,
per semester hour $350.00

INDIVIDUAL INSTRUCTION
Music Lessons:

Music major, full-time student.. No Charge
Music minor, full-time student.....
May take up to four credit hours of lessons without charge; any additional lessons will be charged at the half-hour and hourly rates below, unless they are being taken to support an area of performance specialty.
Non-music major, full-time student, registered for participation in musical ensemble, may take lessons in area of performance specialty without a charge. *(Example: Choir participant may take voice without charge, but not piano.)*
Non-music major
Half-hour lesson per week, per semester $195.00
Hour lesson per week, per semester. $390.00

Note:
Beginning in the 2007-08 academic year music lessons (whether 1/2 hour per week or one hour per week) will carry a $195 fee for all students, regardless of major, minor, or ensemble participation. Students will not be charged for more than one lesson per semester.

INTEREST CHARGE..... 8.4%
Interest charges are assessed to student accounts on the first (1st) day of each month. Interest is assessed on all outstanding balances, even if those balances are intended to be paid by financial aid not yet posted to student accounts, including loans and College employment. Interest is not assessed on outstanding balances if a student is participating in the FACTS plan and all payments are current.

LATE COURSE SELECTION FEE ... $30.00
Returning students who fail to make course selections by the specified date preceding each semester will be assessed this additional fee.

LATE REGISTRATION FEE..... $30.00
All students must complete the confirmation check at the beginning of each semester to officially enroll at Monmouth College. Students who fail to complete this process by the specified date at the beginning of each semester will be assessed this additional fee.

CHANGE OF COURSE..... $15.00
Students who change registration after the first week of classes will be charged this additional fee.

MATRICULATION FEES
Application fee ..... None
Deposit for new students $150.00
A deposit is required of all new students accepting admission and enrolling for nine or more semester hours. This $150 is retained as a deposit that is refunded at graduation or withdrawal of the student from the College, provided there are no outstanding charges. New student deposits are refundable if requested by May 1, prior to entry for the fall semester and are refundable if requested by December 1, prior to entry for the Spring semester.

ORIENTATION FEE..... $110.00
An orientation fee of $110 is charged to all new students enrolled in the Fall semester. This fee includes meals, program materials and orientation events. All new students in the Fall semester are expected to participate in orientation activities.

ROOM CANCELLATION FEE..... $150.00
Resident students who do not return for the Fall semester must cancel their room assignment by written notice to the Student Affairs Office no later than July 1 or be assessed this additional fee. Students who do not return for the Spring semester must notify Student Affairs by January 3 to avoid this fee.

OFFICIAL TRANSCRIPT, per copy $3.00
Official transcripts are issued only upon written request. All financial obligations to the College must be met before a transcript will be

issued. (Unofficial transcripts are issued at no cost for current students only.)

PLACEMENT SERVICE
Enrolled student:
Up to 5 mailings of credentials $10.00
Each additional mailing $4.00
Non-enrolled student:
Up to 3 mailings of credentials $10.00
Each additional mailing $4.00

ROOM TELEPHONE

An active telephone jack is provided, at no additional charge, in each residence hall living unit. Students must provide their own telephone. Students wanting long distance telephone services should obtain an authorization code from Resicom, the campus telephone service company. Normally, authorization codes will be available for new students when they arrive on campus. Returning students may use the same access code from the previous academic year. Any telephone problems or questions pertaining to authorization code billing or use should be directed to Resicom by dialing 8888 from any campus phone or by dialing 1-800-853-1030.

REPLACEMENT OF LOST KEY OR CARD
Outside key to building $50.00
Room key $10.00
Other key $10.00
ID or meal card $10.00

The security of residence halls and the integrity of the identification system demand cooperation and responsibility from all members of the community in safeguarding keys and ID cards. The charges above are to encourage due care of keys and cards, to maintain room and building security, and to prevent abuse of ID cards. Students are charged for keys not returned by the last day of each semester. Students who return keys after the last day of each semester will not receive a full refund for key charges. The refund will be one half of the initial charge.

MOTOR VEHICLE CHARGES
Parking Permit ..... $70.00 per year
Auto Registration Decal ..... No Charge
Parking/other violation fine $20.00
Parking on College lawns fine $50.00
No vehicle registration fine* $100.00
**In addition, violator must also register vehicle.*

A parking permit allows students the opportunity to utilize campus parking facilities when a space is available. It does not guarantee a parking space will always be available.

If no parking permits are available at the time of the request, a student will be issued a registration decal at no charge for vehicle identification. All students must register their vehicle and properly display a registration decal or parking permit at all times.

Students bringing a motor vehicle to the College are also subject to additional registration requirements with the City of Monmouth, including a fee.

AIR CONDITIONERS

Students requiring air conditioners for medical reasons must provide the office of Student Affairs with a doctor's certificate attesting to the medical need. The last date for submission of doctor's certificate is Friday, August 11, 2006.

Air Conditioner Fee ...$150.00 per semester
Reinstallation Fee (moving to another room) $40.00

Air conditioners are permitted and provided by the College only for chronic medical reasons. Students are not allowed to bring their own air conditioners.

NON-SUFFICIENT FUNDS
CHECK RETURN FEE $15.00

This fee is charged on each check returned to the College for non-sufficient funds.

SUMMER SESSION
Tuition, per semester hour $420.00
Room, per week $65.00
Board is not available. Students who withdraw

during the first two days of classes receive a 75% tuition refund. After the second day of classes, there is no tuition refund.

CHARGES FOR SUPPLIES OR DAMAGE

Charges for art, laboratory or other supplies, lost library items, athletic equipment or for breakage or damage to College property are billed immediately or at the end of the semester.

The charges include the estimated cost of replacement parts or material, labor for repair or replacement, and overhead expenses associated with the repair or replacement.

REFUNDS

A refund is the amount of money that the College will credit to a student account and/or to a financial aid program account when the student leaves school before completing a period of enrollment. No refund of tuition is made to a student who simply drops a course. Refunds may or may not result in a student account credit that would lead to an eventual disbursement of cash to a student. Students who withdraw from the College are subject to adjustments in their financial aid. Students are cautioned that withdrawal from the College may result in a larger balance due from the student and that such balance will be due and payable at the time of withdrawal.

Once a student has withdrawn from the College, refunds will be computed and credited by the College Business Office within thirty days of notification of withdrawal. No separate refund request is necessary.

All refunds will be by check and mailed to the address on record. No refund will be made for amounts less than $5.

Attribution

Student loans, scholarships and grants will first be reviewed and attributed to the appropriate academic session. For example, the Federal Family Educational Loan Program loans (Stafford, PLUS, etc) are considered to be made in proportionate amounts corresponding to the number of academic sessions covered by the loan (typically two semesters). Any portion of such loans attributable to a session that the student did not attend must be returned to the appropriate program account. The student's account will be adjusted accordingly.

Refund Policies

When a student withdraws from all classes during a semester, it is the College's responsibility to determine the student's withdrawal date for the purposes of the return of Title IV (federal) financial aid and the refund/cancellation of charges and non-federal financial assistance.

Official Withdrawal

For a student to be considered **officially** withdrawn, he/she must notify the college in writing or orally of his/her intent to withdraw by contacting the Office of Student Affairs. The withdrawal date is the date that the student notifies the Office of Student Affairs of his/her intent to withdraw and/or begins the withdrawal process by completing a withdrawal form.

Unofficial Withdrawal

If a student ceases attendance without providing official notification to the College, the withdrawal date will be the mid-point of the semester, except that the College may use as the withdrawal date the student's last date of attendance at an academically-related activity, as documented by the College.

Special Circumstances

If the College determines that a student did not provide official notification because of illness, accident, grievous personal loss, or other such circumstances beyond the student's control, the Dean of Students may determine a withdrawal date related to that circumstance.

Return of Title IV (Federal) Financial Aid

When a student withdraws during a semester, the amount of federal financial aid earned by the student is determined on a pro-rata basis. Once a student has completed 60 percent of the semester, he/she is considered to have earned all of his/her federal financial aid. If the student has completed less than 60 percent of the se-

mester, he/she is considered to have earned an equal percentage of the aid originally scheduled to be received. (Federal Work Study funds are excluded from the return of Title IV funds requirements.)

If a student has received excess funds, the College must return a portion of the excess equal to the lesser of:
(A) the student's institutional charges multiplied by the unearned percentage of funds, or
(B) the entire amount of the excess funds.

If the aid to be returned is in the form of a loan that has been released to the student (or parent) borrower, the student (or parent) can repay the loan in accordance with the terms of the promissory note over a period of time.

If the aid to be returned is in the form of grant funds, the law provides that the student may repay 50 percent of the grant rather than 100 percent.

The Title IV funds must be credited to outstanding loan balances or to any amount awarded for the semester in which a return of funds is required in the following order:

1. Unsubsidized Federal Stafford Loans
2. Subsidized Federal Stafford Loans
3. Federal Perkins Loans
4. Federal PLUS Loans received on behalf of the student
5. Federal Pell Grants
6. Federal SEOG Grants
7. Other Title IV assistance

Refund of Charges

A student who withdraws prior to completing 60% of the semester is entitled to a pro-rata cancellation of that semester's direct costs for tuition, room and board. Indirect costs such as parking permits, insurance, books, class fees, etc., will not be pro-rated. After completion of 60% of the semester, there is no refund of charges.

A student who withdraws before the first day of classes of any semester, is not considered to have been enrolled for that semester and is therefore entitled to a 100% cancellation of charges. If a student remains on campus beyond his/her withdrawal date, he/she will be assessed room and meal costs based on actual period of residency on campus.

Program fees, housing fees and all other fees assessed to a student's account to cover additional charges by a host institution for an off-campus program will be refunded in accordance with refunds made by the host institution. Any special travel arrangements or incidental costs due to a program cancellation will be at the student's own expense. Monmouth College may require students to return from an off-campus program at any time, regardless of whether its sponsor or host institution has officially cancelled a program.

Refund of Funds from the Illinois Student Assistance Commission Monetary Award Program (MAP)

Per the rules of the Illinois Student Assistance Commission, if a MAP recipient withdraws after the end of the second week of the semester, the student may receive MAP grant payment for costs incurred up to the semester award provided the college's tuition refund policy indicates that the student has incurred charges in the amount of the claim.

Refund of Institutional Financial Aid

Institutional financial aid may consist of Monmouth Grant, Monmouth Scholarships and Monmouth Loans. The refund/cancellation of institutional financial aid follows the pro-rata policy for the cancellation of institutional charges. When a student withdraws prior to completing 60% of a semester, a pro-rated portion of his/her institutional financial aid will be returned to the program(s) from which the student received funds. After completing 60% of the semester, there is no cancellation of financial aid.

A student who withdraws before the first day of classes of any semester is not considered to have been enrolled for that semester and there-

fore 100% of the student's institutional aid will be cancelled.

Refund of Private Scholarships, Grants and Loans

Unless otherwise requested by the donor or a private scholarship or grant award, the funds will be retained to cover the costs incurred by the student. Excess funds will be returned to the donor. Private/alternative loans will be the last item retained to cover the costs incurred by the student. Excess loans proceeds will be returned to the lender.

Summary

In summary, the financial assistance a student is entitled to retain from each source (federal, state, institutional & private) will be calculated and kept in the order described below up to the total costs incurred by the student. When the total assistance a student is entitled to retain is less than the costs incurred, the student will be billed for the difference.

1. Private grants/scholarships
2. Other Title IV grants
3. Federal SEOG grant
4. Federal Pell Grant
5. Illinois IIA Grant
6. Illinois MAP Grant
7. Illinois MRS Scholarship
8. Illinois Byrd Scholarship
9. Monmouth College Grants/Scholarships
10. Illinois DTSS Scholarship
11. Illinois MTI Scholarship
12. Federal PLUS Loan
13. Federal Perkins Loan
14. Federal Subsidized Stafford Loan
15. Federal Unsubsidized Stafford Loan
16. Private/Alternative Loan

Loan Exit Interview Required

Perkins Loan and Stafford Loan borrowers are required to have an exit interview with the Financial Aid Office before leaving campus to ensure that they fully understand their commitments and obligations under this federally-funded program.

Appeal Process

An appeal process exists for students or parents who believe that individual circumstances warrant exception from published College charges and refund policies. Persons wishing to appeal for special consideration should address such an appeal in writing to the Vice President for Finance and Business at Monmouth College.

EFFECTIVE DATE

The charges above are effective July 1, 2006.

RIGHT TO CHANGE CHARGES

Charges are established on an annual basis, and the College makes every effort not to change them during the year. However, the College reserves the right to change any and all of the above charges.

2006-2007 ACADEMIC CALENDAR

Fall Semester

Academic Orientation	August 28
Classes begin	August 29
Last day to add a course	September 4
Last day to drop a course **without a fee**	September 4
Labor Day, **Classes in Session**	September 4
Last day to withdraw from a 1st half semester course **with a fee**	September 29
Last day of 1st half semester course	October 13
Fall break begins at the end of the day	October 13
Classes resume	October 18
First day of 2nd half semester course	October 18
Mentoring - Afternoon classes cancelled	October 25
Last day to withdraw from a full semester course **with a fee**	October 27
Last day to withdraw from a 2nd half semester course **with a fee**	November 17
Thanksgiving break begins at the end of the day	November 21
Classes resume	November 27
Last Class Day	December 13
Final examinations	December 15, 16, 18, 19, 20

Spring Semester

Classes begin	January 18
Last day to add a course	January 24
Last day to drop a course **without a fee**	January 24
Last day to withdraw from a 1st half semester course **with a fee**	February 14
Last day of 1st half semester course	March 9
Spring break begins at the end of the day	March 9
Classes resume	March 19
First day of 2nd half semester course	March 19
Last day to withdraw from a full semester course **with a fee**	March 23
Easter break begins at the end of the day	April 5
Classes resume	April 10
Last day to withdraw from a 2nd half semester course **with a fee**	April 13
Founders Day - No Classes	April 24
Last Class Day	May 9
Final examinations	May 11, 12, 14, 15, 16
COMMENCEMENT	May 20

REGISTERS: FACULTY ADMINISTRATION, TRUSTEES

FACULTY, 2006-2007

FULL- AND PART-TIME FACULTY

Ambrose, Rajkumar (1986), Professor of Physics, 1990- •M.A., Madras Christian College, 1962; B.D., United Theological College (India), 1981; Ph.D., Texas Christian University, 1986.

Ambrose, Sarojini (1988), Lecturer, Department of English, 1988- •B.A., 1961; M.A., Madras University, 1963; M.A., Texas Christian University, 1990.

Baker, Marie (1996), Lecturer, Department of Education, 1996- •B.S., Illinois State University, 1975; M.S., Western Illinois University, 1983.

Baldwin, Kevin (1999), Associate Professor, Department of Biology, 2005-, •B.A., University of California, Berkley, 1986; Ph.D., University of Florida, 1999.

Barbaro-Medrano, Louise C. (1998), Lecturer, Department of Modern Foreign Languages, 2003- , •B.A., University of Toronto, 1980; B.Ed., University of Toronto, 1981; Honor Specialist International Languages, University of Toronto, 1998.

Barclay, Daniel (2001), Visiting Assitant Professor, Department of History, 2005-

Baugh, Brian (2005), Assistant Professor, Department of Art, 2005- • B.A., Evergreen State College, 1992; Ph.D., University of Minnestoa, 2002.

Bell, Steve (2000), Instructor, Department of Physical Education, 2000- • B.S., Bemidji State University, 1991; M.S., Bemidji State University, 1995.

Belschner, Marlo (2002), Assistant Professor, Department of English, 2002- •B.A., St. Cloud University, 1991; M.A., Southern Illinois University, 1994; Ph.D., Southern Illinois University, 2001.

Best, Thomas (1998), Lecturer, Department of History/Education, 1999- •B.A., University of Northern Iowa, 1981; M.A., Western Illinois University, 1991.

Betts, James E. (1989), Professor, Department of Music, Department of Education, 2004- •B.M., 1972; M.M., Southern Illinois University, 1973; D.M.A., University of Iowa, 1984; M.S., Western Illinois University, 2000.

Bond, Marjorie E. (1996), Associate Professor, Department of Mathematics and Computer Science, 2002- •B.S., 1990; M.A., 1992, University of New Mexico; Ph.D., Kansas State University, 1996.

Booth, Thomas (2002), Lecturer, Department of Music, 2002- •B.M., University of North Carolina; A.D., Juilliard School; P.C., Opera School of Chicago; M.A., Northwestern International University.

Bovinet, James (2005), Associate Professor, Department of Political Economy and Commerce, 2005- • B.S., Drake University; M.B.A., Southern Illinois University-Carbondale.

Brady, Heather (2003), Assistant Professor, Department of Modern Foreign Languages, 2005- •B.A., Kalamazoo College, 1991; M.A., University of Texas at Austin, 1996; Ph.D., University of Texas at Austin, 2001.

Braun, Chad (2000), Instructor, Department of Physical Education, 2000- • B.S., Illinois College, 1995; M.A., Western Illinois University, 2003.

Bruce, Mary Barnes 1985, Professor, Department of English, 1999- •B.A., Arlington State College, 1965; M.A., Southern Methodist University, 1968; Ph.D., Arizona State University, 1986.

Buban, Steven L. (1977), Professor, Department of Sociology, 1992- •B.A., 1972; M.A., 1973; Ph.D., 1979; University of Iowa.

Bukari, James (2006), Lecturer, Department of Modern Foreign Languages, 2006- .

Capener, Don (2001), Associate Professor, Department of Political Economy and Commerce, 2006- •B.A., Brigham Young University, 1984; MIM/ M.B.A., Thunderbird School, 1985.

Cates, Karen (2001), Lecturer, Department of Political Economy and Commerce, 2005- •B.S., University of Illinois, 1982; M.A., University of Illinois, 1987; M.A., Northwestern University, 1992; Ph.D., Northwestern University, 1994.

Condon, Jacquelyn S. (1980), Vice President for Student Life and Dean of Students, 1995- Assistant Professor, Department of Education, 1982- •B.A., Millikin University, 1975; M.S.Ed., Eastern Illinois University, 1980.

Connell, Michael (1992), Professor, Department of Political Economy and Commerce, 2002- •B.S.,1976; M.S., 1982; J.D., Ph.D., 1986; University of Illinois.

Cordery, Simon (1994), Associate Professor, Department of History, 2005- •B.A., Northern Illinois University, 1982; M.A., University of York (England), 1984; Ph.D., University of Texas at Austin, 1995.

Cordery, Stacy (1994), Professor, Department of History, 2006-; Curator of Monmouth College Archives, 1995- •B.A., 1983; M.A., 1986; Ph.D., 1992; University of Texas at Austin.

Cramer, Kenneth (1993), Professor, Department of Biology, 2002- •B.S., University of Missouri, 1979; M.S., University of Oklahoma, 1983; Ph.D., Utah State University, 1988.

Crawford, Keith (2004), Instructor, Coach, Department of Physical Education, 2004- •B.A., Xavier University, 2001; M.A., Indiana State University, 2003.

de Farias, Amy (2005), Assistant Professor, Department of History, 2005- • B.S., Manchester College; M.A., Indiana University; Ph.D., Pontificia Universidade Catolica do Brasil.

Dilley, Benita (2004), Associate Professor, Department of Communication and Theater Arts, 2004- •B.G.S., University of Iowa, 1988; M.A., University of Iowa, 1989: Ph.D., University of Iowa, 1992.

Dopheide, Marsha (2005), Lecturer, Department of Psychology, 2005- • B.S., Western Illinois University; M.S., Western Illinois University.

Dwyer, Howard (2000), Associate Professor, Department of Mathematics and Computer Science, 2006- •B.S., B.A., University of Illinois, 1978; M.A., University of California at Davis, 1985; Ph.D., Northern Illinois University, 1993.

Eary, Joanne (2005), Assistant Professor, Department of Mathematics and Computer Science, 2005- • B.S., Oklahoma City University; M.S., Oklahoma State University.

Fannin, Rev. B. Kathleen (1997), Chaplain, 1998- •B.A., University of Texas, 1968; MTS, Eden Theological Seminary, 1997; D. Min., Wesley Theological Seminary, 2005.

Fasano, Christopher (1998), Associate Professor, Department of Physics, 2002- •B.S., University of Notre Dame, 1983; M.S., University of Chicago, 1987; Ph.D., University of Chicago, 1989.

Foster, J. Robert (1999), Lecturer, Department of Physical Education, 1999- •B.S., Eastern Illinois University, 1997.

Fowler, Arthur (2006), Lecturer, Department of Modern Foreign Languages, 2006-

Fowler, Garold (2006), Lecturer, Department of Music, 2006-

Gadre, Vasant (2005), Assistant Professor, Departmetn of Modern Foreign Languages, 2005- • B.A., University of Delhi; M.A., University of Delhi; Ph.D., Jawaharlal Nehru University.

Gebauer, Peter A. (1975), Professor, Department of Chemistry, 1988- •B.S., Harvey Mudd College, 1965; Ph.D., University of Illinois, 1970.

Gersich, Frank (1998), Professor, Department of Accounting, 2002- •B.S.B.A., University of North Dakota, 1978; M.S., University of North Dakota, 1979; Ed.D., Northern Illinois University, 1993.

Gibson, Tobias (2006), Assistant Professor, Department of Political Science, 2006-

Glasgow, Terry L. (1972), Professor, Department of Physical Education, 1990- Director of Athletics, 1978- •B.A., Parsons College, 1966; M.A., Northeast Missouri State University, 1969; Ph.D., Northwestern State University of Louisiana, 1974.

Goach-Sostarecz, Audra (2006), Assistant Professor, Depatment of Biology, 2006-

Goble, Chris (2004), Lecturer, Department of Communication and Theater Arts, 2004- •B.A., Eastern Illinois University, 1995; M.A., Eastern Illinois University, 1996.

Godde, James (2001), Associate Professor, Department of Biology, 2005- •B.S., Western Illinois University; Ph.D., University of Illinois, 1993.

Graham, Sarah (2005), Assistant Professor, Departmetn of Music; Director of Choral Music, 2005- •B.A. Whitworth College; M.A., Pacific Lutheran University; M.M., Michigan State.

Grimm, Melinda (1996), Lecturer, Department of Education, 1996- •B.A. University of Northern Iowa, 1971; M.S. Western Illinois University, 1989.

Hale, Robert C. (2000), Associate Professor, Department of English, 2003- •B.A., University of Tennessee, 1988; M.A., Louisiana State University, 1995; Ph.D., Louisiana State University, 1996.

Haq, Farhat (1987), Professor, Department of Political Science, 1999- •B.A., State University of New York at Fredonia, 1980; M.A., 1983; Ph.D., 1987; Cornell University.

Hayes, Monie (2004), Professor, Department of Education, 2004- •B.A., University of Iowa, M.A., University of Iowa; M.A., University of Iowa; Ph.D., University of Iowa.

Haynes, Roger D. (1982), Instructor, Department of Physical Education, 1999- •B.A., Monmouth College, 1982.

Hellenga, Virginia (1994), Lecturer, Department of Classics, 1994- •B.A., University of North Carolina, 1967; M.A., Loyola University, 1982.

Hennings, Tyler (2004), Lecturer, Department of Art, 2004- •B.F.A., Western Illinois University, 1999; MFA, Northern Illinois University, 2002.

Holm, Susan Fleming (1985), Dorothy Donald Professor of Romance Languages and Literature, 1997- •B.A., The College of Wooster, 1966; M.A., 1982; Ph.D., 1985; The University of Kansas.

Ingram, Steve (2005), Lecturer, Department of Art, 2005- .

Jakoubek, Jane (2006), Vice President for Academic Affairs; Dean of the Faculty; Professor of Psychology, 2006-; •A.B., Franklin College, 1973; M.A., University of Arizona, 1976; Ph.D., University of Arkansas, 1978.

Johnson, Mary Kay (2006), Assistant Professor, Department of Education, 2006- •B.A, University of Iowa; M.S., University of Northern Iowa.

Johnston, Richard (1995), Associate Professor, Department of Political Economy and Commerce, 1999- •B.S., 1979; M.B.A., 1983; Lehigh University.

Jones, Melissa (2004), Instructor, Department of Physical Education, 2004- •B.A., Monmouth College, 2003.

Kauffmann, Leisa (2004), Assistant Professor, Department of Modern Foreign Languages, 2004- •B.A., San Francisco State University, 1993; M.A., University of Illinois, 1997; Ph.D., University of Illinois, 2004.

Kessler, Judi (2001), Assistant Professor, Department of Sociology and Anthropology, 2000- • B.A., California State University at Los Angeles, 1993; M.A., University of California at Santa Barbara, 1995; Ph.D., University of California at Santa Barbara, 1999.

Kieft, Richard L. (1975), Professor, Department of Chemistry, 1989- •B.S. Dickinson College, 1967; Ph.D., University of Illinois, 1973.

Kroupa, Michael (2000), Visiting Assistant Professor, Department of Physics, 2000- •B.A., University of Chicago, 1979; M.S., Cal Tech, 1981; Ph.D., University of Chicago, 1991.

Kulczewski, Peggy (1995), Lecturer, Department of Mathematics and Computer Science, 1994- •B.A., 1971; M.A., 1972; University of Illinois.

Kuppinger, Petra (2000), Associate Professor, Department of Sociology and Anthropology, 2004- •B.A., Johannes-Kepler-Gymnasium, Leonburg, Germany, 1980; M.A., American University in Cairo, 1990; M.A., New School for Social Research, 1991; Ph.D., New School for Social Research, 2000.

Larson, Kristin K. (2001), Assistant Professor, Department of Psychology, 2005- •B.A., University of Arizona, 1986; M.A., University of Arizona, 1991; Ph.D., Northern Arizona University, 1995.

Lemon, J. Rodney (1976), Professor, Department of Political Economy and Commerce, 1982- •B.A., Monmouth College, 1964; M.S., 1967; Ph.D., 1968; University of Illinois.

Lim-Kessler, Corrinne C.M. (2005), Assistant Professor, Department of Psychology, 2005- • B.S., Purdue University; M.S., Purdue University.

Lomax, Sharon (2000), Lecturer, Department of Mathematics and Computer Science, 2000- •B.S., University of Illinois, 1971; M.S., Western Illinois University, 1976, 1999.

Lotz, Stacy M. (1995), Associate Professor, Department of Art, 2004- •B.A., Eastern Illinois University, 1987; M.A., Eastern Illinois University, 1988; M.F.A., Washington University, 1991.

Mamary, Anne (2004), Assistant Professor, Department of Philosophy and Religious Studies, 2004- •A.B., Bryn Mawr College; M.A., State University of New York-Binghamton, 1986; Ph.D., State University of New York-Binghamton, 1995.

Mato, Shigeko (2002), Assistant Professor, Department of Modern Foreign Languages, 2002- •B.A., University of Colorado, 1992; M.A., University of New Mexico, 1995; Ph.D., University of New Mexico, 2000.

McDonald, Becky (2004), Lecturer, Department of Education, 2004- .

McGaan, Lee (1986), Professor, Department of Communication and Theater Arts, 1995- •B.A., Monmouth College, 1969; M.A., 1970; Ph.D., 1980; Ohio University.

McMillan, Kenneth (1999), Associate Professor, Department of Political Economy and Commerce, 2002- •B.S., University of Illinois, 1967; M.S., University of Illinois, 1969.

Meeker, Cheryl (1986), Associate Professor, Department of Art, 2000- •B.A., Knox College, 1984; M.A., 1985; M.F.A., 1986; Northern Illinois University.

Morris, Erin (2005), Visiting Assistant Professor, Department of Biology, 2005- •B.A., Drury University; Ph.D. University of Missouri, 2004.

Moschenross, Ian (2004), Assistant Professor, Department of Music, 2004- •B.A., Hanover College, 1998; M.A., University of Nebraska, 2000; D.M.A., University of Nebraska, 2003.

Oliver, Tony, Lecturer (2006), Department of Music, 2006- .

Peterson, Judy (1998), Associate Professor, Department of Accounting, 2002- •B.A., Gustavus Adolphus College, 1979; MBA, Mankato State University, 1980.

Peterson, Trudi (1998), Associate Professor, Department of Communication and Theater Arts, 2004- •B.S., Central Michigan University, 1990; M.S., Central Michigan University, 1994; Ph.D., Bowling Green State University, 1998.

Phillips, Mary E. (1999), Lecturer, Department of Art History, 1999- •B.A., Siena Heights College, 1971; M.A., Northern Illinois University, 1981; M.F.A., Northern Illinois University, 1986.

Price, Steven (2004), Assistant Professor, 2004- ; Director of Communication Across the Curriculum, 2004- •B.S., University of Wisconsin-Oshkosh; M.A., Arizona State University; Ph.D., Louisiana State University.

Ragone, Dave (2000), Instructor, Department of Physical Education, 2002- •B.S., Ursinus College, 1992.

Rankin, Douglas B. (1988), Professor, Department of Communication and Theater Arts, 2002- •B.A., Monmouth College, 1979; M.F.A., Northwestern University, 1986.

Richter, Stephen (2004), Lecturer, Department of Music, 2004- •B.A., Western Illinois University; M.M., University of Connecticut.

Roberts, Kevin (2001), Lecturer, Department of English, 2001-

Sargent, Thomas (2002), Assistant Professor, Department of Education, 2002- •B.A., Monmouth College, 1985; M.A., Eastern Illinois University, 1996; Ph.D., University of Wisconsin-Madison, 1999.

Schell, Hannah (2001), Associate Professor, Department of Philosophy and Religious Studies, 2006- •B.A., Oberlin College, 1992; M.A., Princeton, 1997; Ph.D., Princeton, 2000.

Schultz, Kelly (2004), Lecturer, Department of Political Economy and Commerce, 2004-

Shimmin, Kari (1999), Instructor, Department of Physical Education, 1999- •B.A., Monmouth College, 1997; M.A., Western Illinois University, 2000.

Sidi-Haji, Sharif (1999), Lecturer, Department of Political Science, 1999-

Sienkewicz, Thomas J. (1984), Capron Professor, Department of Classics, 1985- •B.A., College of the Holy Cross, 1971; M.A., 1973; Ph.D.; The Johns Hopkins University, 1975.

Sippo, Rafaela (2006), Lecturer, Department of Modern Foreign Languages, 2006-

Smolensky, Ira (1984), Professor, Department of Political Science, 1995- •B.A., 1970; M.A., 1976; Ph.D., 1982; Rutgers University.

Suda, Carolyn (1986), Lecturer, Department of Music, 1986- •B.A., Florida State University, 1971; M.A., Western Illinois University, 1985.

Suda, David (1984), Professor of Humanities, 1984- •B.A., 1969; M.A., 1971; University of South Florida; Ph.D., Emory University, 1983.

Tibbetts, Timothy (2001), Associate Professor, Department of Biology, 2006- • B.A., Lawrence University, 1989; M.S., Colorado State, 1994; Ph.D., Michigan State, 2000.

Tucker, Marta M. (1983), Associate Dean of the Faculty, 2004- ; Professor, Department of Mathematics and Computer Science, 1996- •B.S., Illinois State University, 1971; M.S., Bradley University, 1983.

Urban, Jacquelynn J. (1978), Lecturer, Department of Modern Foreign Languages, 1978- •B.A., University of Texas, 1964.

Urban, William L. (1966), Lee L. Morgan Professor, Department of History and International Studies, 1994- •B.A., 1961; M.A., 1963; Ph.D., 1967; University of Texas at Austin.

Van Kirk, Susan (2001), Lecturer, Department of Communicaiton and Theater Arts, 2001- •B.A., Knox College, 1968; M.Ed., University of Illinois, 1999.

Vivian, Craig (2000), Associate Professor, Department of Education, 2006- •B.A., Cornell University, 1989; M.A., Cornell University, 1998; Ph.D., Cornell University, 2000.

Wallace, William J. (1979), Professor, Department of Communication and Theater Arts, 1991- •B.F.A., Quincy College, 1974; M.S., Indiana State University, 1976; Ph.D., University of Minnesota, 1986.

Watson, Craig (1986), Professor, Department of English, 1995- •B.A., University of Illinois, 1972; M.A., California State University (San Francisco), 1975; Ph.D., University of Michigan, 1980.

Webber, Adam (2005), Assistant Professor, Department of Mathematics and Computer Science, 2006- • B.A., Dartmouth College, 1984; M.S., Cornell University, 1991; Ph.D., Cornell University, 1993.

Welch, Lyle L. (1979), Professor, Department of Mathematics, 1991- •B.A., Luther College, 1964; Ph.D., Michigan State University, 1971.

Wertz, Joan M. (2001), Assistant Professor, Department of Psychology, 2002- B.S., Allegheny College, 1991; Ph.D., University of Pittsburgh, 2002.

Willhardt, Mark (2000), Associate Professor, Department of English, 2003- •B.A., Macalester College, 1987; M.A., Rutgers University, 1989; Ph.D., Rutgers University, 1993.

Wine, Vicki (2002), Lecturer, Department of Classics, 2002- •B.A., North Central College, 1974; M.A., Northwestern University, 1978; Ph.D., Northwestern University, 1985.

Wolfe, Brett (2004), Lecturer, Department of Music, 2004- •B.A., Monmouth College, 1990.

PROFESSORS EMERITI

Allison, David C., 1962-96
Professor of Biology Emeritus

Ball, Elwood H., 1953-83
Professor of Music Emeritus

Blum, Harlow B. 1959-1999,
Professor of Art Emeritus

Brett, Cecil C., 1963-83
Professor of Government and History Emeritus

Buchholz, Robert H., 1950-94
Professor of Biology Emeritus

DeYoung, James L., 1963-2002
Professor of Communication and Theater Arts Emeritus

Douglas, Dorothy D., 1988-2004
Professor of Education Emerita

Griffiths, Richard L., 1967-98
Professor of Music Emeritus

Johnson, J. Prescott, 1962-86
Professor of Philosophy Emeritus

McNamara, R. Jeremy, 1964-95
Professor of English Emeritus

Nieman, George C., 1979-2002
Professor of Chemistry Emeritus

Skov, Charles E., 1963-94
Professor of Physics Emeritus

Sorensen, Francis W., 1973-2002
Professor of Education Emeritus

Spitz, Douglas R., 1957-96
Professor of History Emeritus

Sproston, Michael E., 1968-2004,
Professor of Music Emeritus

Waltershausen, George L. 1966-2000
Professor of Art Emeritus

Weeks, J. Stafford, 1959-86
Professor of Religious Studies Emeritus

White, Esther M., 1974-88
Professor of Education Emerita

Willhardt, Gary D., 1967-2000
Professor of English Emeritus

ADMINISTRATION, 2006-2007

Mauri Ditzler (2005), President, 2005- •B.A., Wabash College, 1975; Ph.D., Duke University, 1979.

ACADEMIC AFFAIRS

Jakoubek, Jane (2006), Vice President for Academic Affairs; Dean of the Faculty; Professor of Psychology, 2006-; •A.B., Franklin College, 1973; M.A., University of Arizona, 1976; Ph.D., University of Arkansas, 1978.

Tucker, Marta M. (1983), Associate Dean of the Faculty, 2004- , Associate Professor, Department of Mathematics & Computer Science, 1996 - •B.S., Illinois State University, 1971; M.S., Bradley University, 1983.

Carr, Daryl (1985), Systems Manager, Information Systems Center, 1994- •B.A., Monmouth College, 1988.

Dagit, Susan (1998), Grants Officer, 1998-; Registrar, 2003- •B.A., Western Illinois University, 1976; M.S. Ed., Western Illinois University, 2004.

Daw, Lynn (1997), Technical Services Librarian, Hewes Library, 1997- •B.A., 1985; MLS, 1986; University of Iowa.

Glasgow, Terry L. (1972), Director of Athletics, 1978- •B.A., Parsons College, 1966; M.A., Northeast Missouri State University, 1969; Ph.D., Northwestern State University of Louisiana, 1974.

Henderson, Sarah (2004), Access Services Manager, 2004- •B.A., Central College, 1993; MLIS, Dominican University, 1996.

Owen, Sheri (1988), Administrative System Programmer/Analyst, 1988- •A.A., Carl Sandburg College, 1988; B.A., Monmouth College, 1996.

Sayre, John R. (1998), Director of Hewes Library, 1998- •B.A., Phillips University, 1975; MLS, University of Oklahoma, 1976.

ADMISSION

Klockentager, John (2003), Vice President for Enrollment, 2003- •B.A., William Penn College, 1971.

Anderson, Wendy (2005), Admission Representative, 2005- •B.A., Monmouth College, 2000.

Blaesing, Michael (1997), Senior Associate Director of Admission, 2005- •B.A., Monmouth College, 1996.

Carlson, Michelle (2004), Assistant Director of Admission, 2004- •B.A., Monmouth College, 2004.

Daugherty, Sarah (2005), Regional Director of Admission, 2005- •B.A., Monmouth College, 2000.

Hippen, Kristi (1997), Associate Dean of Admission, 2005- •B.A., Monmouth College, 1993.

Johnston, Christine (1999), Associate Dean of Admission, 2005- •B.A., Blackburn College, 1988.

Pitts, Peter (1993), Regional Director of Admission, 1993- •B.A., Wartburg College, 1974; M.A., University of Iowa, 1977.

STUDENT AFFAIRS

Condon, Jacquelyn S. (1980), Vice President for Student Life & Dean of Students, 1990- •B.A., Millikin University, 1975; M.S.Ed., Eastern Illinois University, 1980.

Fannin, Rev. B. Kathleen (1997), Chaplain, 1998- •B.A., University of Texas, 1968; MTS, Eden Theological Seminary, 1997; D. Min., Wesley Theological Seminary, 2005.

Kennedy, Stephanie (2004), Assistant Director of Campus Events, 2004- •B.A., Monmouth College, 2003; M.A., Ball State University, 2004.

Masood, Mohsin (1995), Associate Dean of Students/ Director of Residence Life, 1995- •B.A., University of Peshawer, 1977; M.A., Quaid-i-Azam University, 1981; M.A., 1992; M.A.; Western Illinois University, 1995.

Merritt-Gilbert, Michelle (2004), Assistant Dean of Students, 2004- •B.A., Monmouth College, 1989; M.S. University of Wisconsin-LaCrosse, 1994.

Ogorzalek, Karen (1990), Associate Dean of Students, 1996/Director of the Stockdale Center/ Campus Events & Student Orientation, 1990- •B.S., Eastern Connecticut State University; 1988; M.A., Framingham State College, 1990.

Withenbury, Thomas (1985), Director of Student Publications, 1996- •B.S., Southern Oregon State University, 1976.

COLLEGE RELATIONS

White, Perry (1998), Vice President for College Advancement, 2004- •B.A., Luther College, 1983; M.Music., University of Missouri at Kansas City, 1988; DMA, University of Oklahoma, 1998.

Cook, Lois A.(1987), Director of Development Records and Research, 1995- •B.S., Bowling Green State University, 1963.

Francis, Kate J. (2006), Major Gifts/Planned Giving Officer, 2006- •B.A., Monmouth College, 1992.

McNamara, Barry (1999), Associate Director of College Communications/Director of the News Bureau, 1999- •B.A. Beloit College, 1985.

Nolan, Dan (1999), Assistant Director of College Communications, 1999- • A.A. Lewis and Clark Community College, 1981.

Rankin, Jeffrey (1992), Director of College Communications, 1992- •B.A., St. Lawrence University, 1979.

Rankin, Terri (1990), Gift Processor/Information Services, 2000- •B.A., Monmouth College, 2000.

Savage, Susan (2001), Director of Web Services, 2001- •A.A., Illinois Valley Community College, 1981; B.A., Western Illinois University, 1982; M.S., Western Illinois University, 2001.

Thompson, Lucy (2000), Director of Alumni Relations/Monmouth Fund, 2004- •B.A., Monmouth College, 1999.

White, Dalene (2001), Director of Special Projects/ Planned Giving Coordinator, 2005- •B.S., University of Kansas, 1994.

FINANCE AND BUSINESS

Gladfelter, Donald L. (1977), Vice President for Finance and Business, 1995- •B.A., Monmouth College, 1977.

McNall, W. Michael (1981), Director of Personnel, 1991- •B.A., Monmouth College, 1981.

Bingman, Ryan (2000), Landscape and Grounds Maintenance Manager, 2000- •B.L.A., Iowa State University, 2000.

Clark, Debbie (1999), Controller, 2003- •B.B., Western Illinois University, 1986.

Nuckles, Paula A. (1998), Financial Aid Counselor, 2005- •B.A., Augustana College, 1994.

Whiteside, Jayne (1994), Director of Financial Aid, 1996- •B.A., Monmouth College, 1990.

THE BOARD OF TRUSTEES, 2006-2007

OFFICERS OF THE BOARD

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Mauri Ditzler, President; Monmouth College; Monmouth, Ill. Ex officio.

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Davis, Deborah K. (1997); Secretary, 1997- . Oquawka, Ill. Ex Officio.

Leah R. McLaren (1991); Assistant Secretary, 1994- . Galesburg, Ill. Ex officio.

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David A. Bowers '60; Vice Chairman, President and CEO, CompX International Inc.; Greer, S.C.

David J. Byrnes '72; President/CEO, FACTS Management Company; Lincoln, Neb.

Karen Chism '65; Clinical Compliance Consultant; Palo Alto, Calif.

Ann M. Collier '63; Community College and High School Mathematics Teacher (Retired); Mukilteo, Wash.

William J. Goldsborough '65; Private Investor; Glen Ellyn, Ill.

Walter S. Huff Jr. '56; Gerdes Huff Investments; Atlanta, Ga.

J. Stanley Pepper '76; Managing Partner, Green Products; Barrington, Ill.

Roger W. Rasmusen '56; Investment Management; Rancho Santa Fe, Calif.

Bonnie Bondurant Shaddock '54; President (retired), Oliver/Asselin.; Laguna Woods, Calif.

Terry N. Thorstenson; Director of Corporate Public Affairs (Retired); Caterpillar, Inc.; Peoria, Ill.

William L. Trubeck '68; Executive Vice President/ Chief Financial Officer, H&R Block; Long Lake, Minn.

Fred W. Wackerle '61; Chairman (retired), Fred Wackerle, Inc.; Chicago, Ill.

Richard E. Yahnke '66; Vice President (retired), Worldwide Agricultural Parts and Service Marketing; Deere & Co.; Moline, Ill.

TRUSTEES

Douglas R. Carlson '66; Attorney; Wildman, Harrold, Allen & Dixon; Chicago, Ill.

Robert Dahl; Attorney; Washington, D.C.

Nancy Speer Engquist '74; Consultant, Illinois State University/Northern Illinois University; Teacher, School District #303; St. Charles, Ill.

Christine Beirmann Farr '90; Homemaker; Macomb, Ill.

William T. Irelan '62; Attorney, Freideman, Irelan, Ward, Lamberton; Falls Church, Va.

James C. Jacobsen; Vice Chairman (retired), Kellwood Company; Creve Coeur, Mo.

Michael Jurgens '78; Investment Adviser; Edward Jones Investments; Monmouth, Ill.

Mark Kopinski '79; Senior Vice President/Portfolio Manager; American Century Investment Management; New York, N.Y.

Kathy Lachel; Chairman, Lachel Felice and Associates, Inc.; Golden, Colo.

Gerald A. Marxman '56; President, CommTech International; Portola Valley, Calif.

Rev. Robert C. McConnell '72; Senior Minister, First Presbyterian Church; Manhattan, Kan.

F. Grant Minor '74; Senior Portfolio Manager/Vice President, Smith Barney Inc.; Washington, Pa.

Bradley C. Nahrstadt '89; Partner/Attorney, Williams Montgomery & John Ltd.; Buffalo Grove, Ill.

Gail S. Owen '74; Assistant Superintendent of Schools, Tazewell County; Morton, Ill.

Dan Palmer '75; President/CEO, TriCity Electric Company; Davenport, Iowa

John Scotillo '72; Associate Judge, 3rd Municipal District; Barrington, Ill.

Carlos Smith '90; Physician/Surgeon; Chicago, Ill.

Nancy Snowden; Director of Business Services of Caterpillar; Peoria, Ill.

Mark E. Taylor '78; Executive Director, Legal Department; UBS Energy, LLC; New York, N.Y.

William B. Trent, Jr. '69; Senior Vice President and General Counsel; Varied Investments, Inc.; Muscatine, Iowa

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Jean P. Witty '88; Teacher, Northbrook Junior High School; Northbrook, Ill.

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Directory Of College Offices

All telephone numbers at Monmouth College can be reached either by calling the number directly or by calling the college switchboard, 309-457-2311. When dialing from on-campus telephones, use only the last four digits.

Correspondence concerning college matters should be addressed to the appropriate office at Monmouth College, 700 East Broadway, Monmouth, Illinois 61462-1998.

Academic Affairs
For academic concerns, readmission, academic standing, and faculty matters.
457-2325

Admission
For most matters of concern to new students.
457-2131

Bookstore
457-2399

Business Office
For questions about billings and student accounts.
457-2124

College Relations Office 457-2323
Alumni Programs 457-2316
Annual Gifts 457-2318
College Communications 457-2322
Planned Giving 457-2317 or 2376
Records and Research 457-2321

Financial Aid
457-2129

Library
457-2190

Multicultural Affairs
457-2113

President's Office
457-2127

Registrar
For academic records, class schedules, courses, credits and transcripts.
457-2326, registrar@monm.edu

Stockdale Center and Campus Events
457-2345

Student Affairs
For information about rooms, residence halls and student services.
457-2113

Wackerle Career and Leadership Center
457-2115

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ON THE COVER:

Marking its centennial in 2007 is Poling Hall, named in honor of retired Ford Motor Co. CEO Harold A. Poling '49. Originally built with funds provided by Andrew Carnegie, it served as the college's library until 1971. Extensively renovated in 1996, Poling Hall today houses the Office of Student Affairs, the Wackerle Career & Leadership Center, and several other departments that directly assist students. In the background is Wallace Hall, named for Monmouth's first president and celebrating its own centennial in 2009.